

THE BUSINESS EDUCATOR WORLD



ROCKEFELLER CENTER - A MODERN BUSINESS WONDER

VOL XV • SEPTEMBER 1934 • NO. 1

BURROUGHS CALCULATOR

for school instruction

\$80
LIST
PRICE



This Burroughs Calculator is proving extremely popular for school room instruction because of its low price—its simplicity and ease of operation—and its compactness. The student who learns on it will have no difficulty thereafter in using any size Burroughs Calculator, whether electric or hand operated. The basic principles of operation are the same. For a demonstration, telephone the local Burroughs office or write direct for free, illustrated folder.

BURROUGHS ADDING MACHINE COMPANY, DETROIT, MICHIGAN

Burroughs

Why Do Students Make Errors in Transcribing Their Shorthand Notes?

An analysis of the errors found in the transcripts of students in a recent shorthand and typewriting contest shows 159 errors due to faulty English as against 116 shorthand and 135 typewriting errors.

In one event in this same contest 47 per cent of all transcription errors were traced directly to faulty English as against 26 per cent for typewriting and 9 per cent for shorthand.

THE ENGLISH OF BUSINESS

by

Hagar, Wilson, and Hutchinson

was designed to eliminate just the type of errors that students usually make in their transcripts and letters. *The English of Business* contains

1. A practical, informal, and interesting treatment of grammatical principles.
2. Sufficient interesting drill exercises to "clinch" the principles.
3. Constructive exercises in both written and oral composition.
4. A most comprehensive treatment of the principles of punctuation and capitalization.

The English of Business is a prerequisite to the formal course in business letter writing and may be used with any text on business correspondence. Your choice of a letter-writing text will depend on the age of your students and the length of your course. The three following texts were prepared to fit three different situations:

Applied Business Correspondence, by SoRelle	\$.40
Business Letters: Functions, Principles, Composition, by Johns	1.40
Correlated Studies in Stenography, by Lawrence, Mc- Afee, and Butler	1.20

In June *The English of Business* was announced as a revision of *Applied Business English and Punctuation*. Because of the newness of treatment the title has been changed to *The English of Business*. The books and prices in the new series are:

The English of Business	\$.80
The English of Business Work Book .....	.40
Teacher's Manual	net .25

Address our nearest office for sample copies and further information.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston Toronto London Sydney

Gregg Books Are Authoritative

The best way to learn Gregg is with an Esterbrook Fountain Pen

Uniform Point: Uniform line due to unchanging point thickness. No time lost in pencil sharpening or ink dipping. But a dependable fountain pen with a durable point made *entirely* from Gregg specifications, *solely* for Gregg use.

Re-New-Point: Esterbrook Re-New-Point Fountain Pen carries the famous Esterbrook Re-New-Point feature. With Re-New-Point, the user can unscrew an old Re-New-Point, screw in a new one just as easily as he can replace pen points in an ordinary holder.

More Legible Notes: With Esterbrook Fountain Pen equipped with Gregg Re-New-Point, Gregg shorthand notes never grow cold. They are written with the accuracy that can only come from a tool that keeps its precision. They are legible not merely to the writer — but to all Gregg readers. They are clear, neat, permanent records.

The Proof: To try it is to prove it. Esterbrook Fountain Pens are \$1. Gift models are \$1.50 and up. Additional Re-New-Points are 25c each.

ESTERBROOK STEEL PEN MANUFACTURING CO.
36 Cooper St., Camden, N. J. or BROWN BROS., Ltd., Toronto, Canada

Esterbrook

PENS

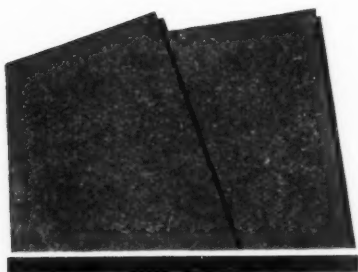


RENEWABLE
BY THE USER

.....
When ordering your Esterbrook please mention the Business Education World.

—TO THOSE
WHO WANT TO

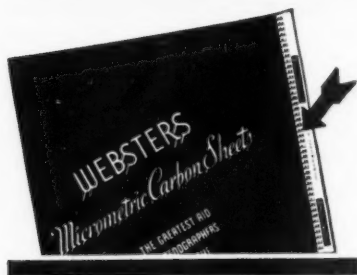
know



◀ Here are two sheets of carbon paper. They are both flat and black. They look almost identical. One is a little cheaper than the other in *price* yet it still may be more expensive because it will not wear as long. How can you *know*?



◀ Here is a box of carbon paper. It bears a famous trade-mark—MULTIKOPY. It has been tested for durability and quality against every other brand at the Webster factory. You are safe if you buy this brand.



◀ WEBSTER'S MICROMETRIC Carbon Paper offers an extra exclusive feature—at no extra cost. A scale, actually a part of each sheet of carbon paper, makes possible vertical measurements. The result: Neater, faster typing, better balanced letters and reports.

note TO SCHOOL SUPPLY DEPARTMENTS

We have arranged for distribution of Micrometric Carbon Packs for school supply departments through Gregg Publishing Company. Use the coupon for ordering.

WEBSTER'S
Micrometric
CARBON PAPERS

When buying Webster products please mention the Business Education World.

GREGG PUBLISHING COMPANY
New York, Boston, Chicago, San Francisco

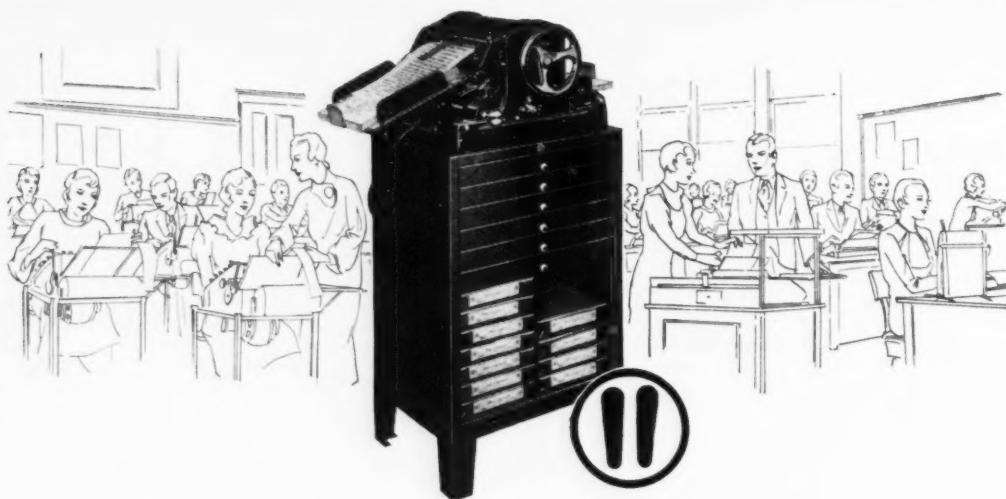
Please send me _____ packs of Micrometric Carbon
Paper for school use at 7½ cents per pack plus postage.
Address bill to

Name _____

School _____

Street _____

City _____ State _____



MODERN SCHOOLS TEACH

"THE USE and OPERATION of DITTO"

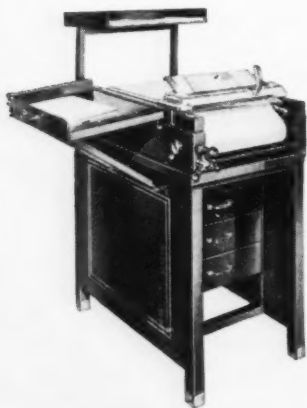
MORE and more progressive schools today are adding courses in "The Use and Operation of Ditto." This is logical. Big Business today demands a knowledge of Ditto's wide usefulness and simple operation.

The usual practice is to call for completion of at least one project on Ditto in connection with Secretarial or Office Training.

You'll find Ditto invaluable, too, as an aid to teachers; for neat, inexpensive preparation of examination questions, ruled forms, shorthand tests, home assignments.

Ditto copies anything written or drawn; anything made with typewriter; pen and ink, or pencil; without stencil, carbon, or type. It is this amazing versatility which has created Ditto's immense field of usefulness in up-to-date offices in every line of business—and it is this versatility which is prompting business schools everywhere to offer courses in "The Use and Operation of Ditto."

We offer a complete line of duplicators from \$36.00 up. There is also a complete service to schools, including a helpful Instruction manual. We will gladly send descriptive literature. Write us today.



Ditto

INCORPORATED

Harrison St. at Oakley Boulevard, Chicago, Ill

"DO IT WITH DITTO"

When inquiring about Ditto please mention the Business Education World.

The BUSINESS EDUCATION WORLD

Successor to The American Shorthand Teacher

JOHN ROBERT GREGG, Editor

CLYDE INSLEY BLANCHARD
Managing Editor

GUY S. FRY
Business Manager

270 Madison Avenue, New York, New York

Vol. XV

September, 1934

No. 1

CONTENTS

Toward Better Commercial Educations.....	David Snedden	1
The Story of Shorthand, Chapter VII.....	John Robert Gregg	9
A Larger Conception of Skill.....	John L. Tildsley	13
What Is Rhythm in Typewriting?.....	George L. Hossfield	15
The Outcomes of Beginning Bookkeeping.....	Fayette H. Elwell	17
The Greatest Night School in the United States.....	Robert Fechner	21
The Typewriting Artist.....	Margaret M. McGinn	24
Shortcutting the Mazes of the Law.....	George B. Hurff, Jr.	27
Business Wonders of North America—No. 1—Rockefeller Center.....	Merle Crowell	33
Some Snares and Delusions in the Junior Business Course.....	J. L. Holtsclaw	37
B. E. W. Transcription Club.....	Editor, Helen Reynolds	43
Improving Transcription.....	Earl W. Barnhart	43
Idea Exchange.....	Harriet P. Banker	47
Speed-Building Dictation on Brief Forms.....	Pearle Knight	50
New Courses of Study in Gregg Shorthand.....		52
Conventions and Conferences.....		53
Commercial Student Clubs.....	Editor, Dora H. Pitts	56
Discussion.....	H. A. Andruss, Ethel Mae Brackin Gross	57
School News and Personal Notes.....		59
International Commercial Schools Contest.....		61
Office Supplies and Equipment News.....	Archibald Alan Bowle	64
Objective Tests in Business Mathematics.....	R. Robert Rosenberg	66
Buffalo Transcription Study.....	Mazie Earle Wagner	68
Book Reviews.....	Jessie Graham	69
B. E. W. Annual Directory of Commercial Education Associations.....		73
Shorthand Speed Achievements in 1933-1934.....		78
Automatic Review Lessons in Gregg Shorthand, Chapter VII.....		79
Key to the September Gregg Writer Shorthand Plates.....		81

THE BUSINESS EDUCATION WORLD is published monthly (except July and August) by The Gregg Publishing Company, John Robert Gregg, President; Rupert P. SoRelle, Vice President; Guy S. Fry, Secretary-Treasurer; Hubert A. Hagar, General Manager, 270 Madison Avenue, New York, New York; Boston Office, Statler Building, Boston, Massachusetts; Chicago Office, 2500 Prairie Avenue, Chicago, Illinois; San Francisco Office, Phelan Building, San Francisco, California; Canadian Office, 57 Bloor Street, West, Toronto, Ont., Canada; European Office, The Gregg Publishing Company, Ltd., Gregg House, 51 Russell Square, London, W. C. 1, England; Australian Office, The Gregg Publishing Company (Aust.), Remington House, Liverpool Street, Sydney, New South Wales; Agency for India and Farther India, Progressive Corporation, Ltd., Bombay. Printed in the U. S. A.

Subscription rates: One dollar a year; ten cents a copy—subject to current postage and customs charges when mailed to countries to which the United States domestic postage rate does not apply.

Copyright, 1934, by The Gregg Publishing Company

Greetings!

At the beginning of another school year we greet the great educational army comprised of the Teachers and Students of Typewriting. In the few months since we resumed the distribution of our monthly Expert Typing Tests we have sent more than 1,000,000 copies to schools throughout the country. This amazing response to one phase of our school service is gratifying indeed. We are proud of our contribution to the interests of Better Typewriting.



UNDERWOOD ELLIOTT FISHER COMPANY

Makers of

The MACHINE of CHAMPIONS



THE BUSINESS EDUCATION WORLD



Vol. XV

September, 1934

No. 1

Toward Better Commercial Educations

By Dr. DAVID SNEDDEN

Professor of Education, Teachers College, Columbia University

"CAN you with your regiment take yonder redoubt?" said Napoleon to one of his colonels.

"I can try, sire," was the supposedly gallant reply.

"Any fool can *try*; can you *do* it?"

Getting Ready to Test the Actual Functionings of Learnings

Since leaving the simple and realistic bases of early school systems educators have wandered far into frontier regions where only aspirations and faiths could guide us. America's enormously extensive and expensive private and public school systems and colleges have been largely built on foundations of beliefs and hopes that all our educational offerings would somehow help build up a more abundant life.

The depression is forcing us to face new demands somewhat earlier than we should

otherwise have done. These new demands are implied in Napoleon's practical query: Can we *do* it? Any fool can *utter* a lot of pious wishes, can *try* to formulate a host of vaguely expressed objectives, can *hope* that his means and methods will insure realization of such objectives. But public demands, as well as the consciences of professional educators, must increasingly force us not only to formulate the objectives of proposed school offerings in realistic terms, but also to test the actual functionings of the learnings achieved in pursuit of such objectives.

The several forms of education commonly known as "commercial" or "business" have long had important places in America's private schools. But during the first three decades of the present century they have come also to fill literally enormous rôles in the public secondary school system of this country. In many cases, however, the actual *objec-*

tives and the actual *functionings* of what will in this paper be called by the plural term "commercial educations" are still obscure and poorly validated.

These conditions need not long continue, however. Recent studies of educational values, purposes, and methods have given us a variety of techniques of analysis which, applied to the vast and complex areas of private and public commercial educations, should presently enable us to sift the wheat from the chaff far more effectively than was practicable even a decade ago.

In this paper the writer will use what he calls "functional approaches" to each problem considered. The functional approach assumes that all learnings planned to be procured through schools are expected later to "function" in one form or another of human well-being, just as the medicines given by physicians are expected to "function" toward maintaining or restoring particular forms of human health.

Some learnings, but some only, as given by schools are expected to *function* toward superior competencies in particular vocations. Some, but some only, should contribute to, or function in, superior powers of conserving bodily healths. Some, as yet poorly defined, should make for superior political membership. So, also, in such other areas of human power and well-being as personal culture, good moral behavior, refined pleasure pursuing, fine rearing of progeny, and the like.

But worthwhile "functional" control of any species of school-given education implies much more than good intentions and good planning at the outset. It necessitates constant examination of outcomes in order to find whether primary plannings have been realistic or romantic, and whether the means and methods adopted have been such as to insure expected results.

Before undertaking to suggest specific proposals for needed improvements in the formulation of objectives and the testing of functionings of the many possible forms of commercial educations, it seems desirable, for the sake of perspective, to explain why Americans have heretofore developed their stupendous faiths in, and programs of, the confessedly superficial forms of commercial educations which have evolved during the last seventy-five years.

Whatever some philosophers may have dreamed, the "man in the street," and per-

haps even more the "mother in the home," has never been in doubt that the primary and controlling purposes of any and all kinds of commercial or business education should be *vocational*. To understand the full force of this conviction we need to see clearly into a peculiar juxtaposition and eventual marriage of two conditions which have for three centuries been predominantly American.

Groping for the Stars

The first has often been described by the present writer as an "eleventh commandment," under the influence of which nearly all American children have been reared—an eleventh commandment which reads, "Thou shalt rise higher than thy father and thy mother." In practice that commandment is given several concrete applications: (1) "thou shalt strive to be richer, to own more land, to get a larger income, to have a better house and automobile, than thy parents." But especially has it urged that (2) "thou shalt get into a higher, a cleaner, a better-paying, a more intellectual, field of work than could be had by thy parents."

From unskilled labor of fresh immigrants to skilled labor of the American-reared; from wage-earning to farm-owning; from manual-working wage class to white-collar salaried class; from clerical class to professional class; from all white-collar salaried levels to enterpriser or manager class levels—such have been the varied, always insistent progressions wished for and worked for by able Americans for themselves and even more for their children.

Luckily for these omnipresent ambitions, the economic evolutions and transformations of our country, especially those proceeding with accelerating tempo from 1790 to 1929, opened opportunities for their realizations on scales never before heard of in the world. Manufacturing and transportation, with their multiplying accessories of clerical work and quasi-professional leaderships; commerce and trade, increasingly of long-distance varieties; the multiplying professions and public officialdom—all these areas of work grew like the green bay tree in numbers and prestige, as contrasted with the slow, even retarding growth of the dirt-farming vocations of the American-reared. (Coal-mining, ditch-digging, hod-carrying, routine factory work and other semi-skilled wage-earning pursuits were largely left to immigrant hordes fresh from the

crowded farms and mines and factories of Europe, until such time as they, too, could lift their first or second generation of offspring to higher levels.)

In view of the concurrence of these two conditions—the urgent ambitions of parents for their children and the vast upswellings of opportunities for the enterprising and the able-minded to mount to more attractive fields of work—it is easy to understand why the vast developments of so-called commercial education, under both private and public agencies which flourished especially from 1870 to 1930, should have been enthusiastically patronized and supported. This in spite of what may now seem, in critical retrospect, to have been its prevailingly superficial qualities and too often, indeed, its empirical pretensions.

All of it, superficial or not, pretentious or not, was then *believed to have vocational values*. It was so believed not only by the parents of learners, but even by many employers. The very terms applied to the courses—accounting, double-entry bookkeeping, commercial law, commercial geography, economic geography, business English, commercial arithmetic—all carried alluring promises of power and wealth in those dynamic areas of American enterprise in which, obviously, most fortunes were being made.

How much of it was really functional toward enhancing vocational powers? How much of it for keen, ambitious farmers' sons, many of whom were in any event destined to climb the ladders of business success in our cities? How much of it for the hundreds of thousands of girls who would work for two to five years in specialized clerical vocations before becoming home-makers? It is impossible to say, of course, since educators can as yet make no reliable estimates of the extent of the conditions under which the actual choices confronting young people have been, not as between a loaf and no bread, but as between a tenth of a loaf and no bread.

Judged by realistic standards of estimating the kinds and amounts of learnings which, as tested against subsequent functionings in the economic productive activities of the learners, can be called genuinely vocational, it may be that of all the varied commercial courses offered in public and private commercial schools and departments from 1870 to 1930:

a. The bookkeeping courses offered in private "business colleges" from 1870 to recent years, when specialized and mechanized forms

of account-keeping largely displaced the older forms of penmanship based on account-keeping, actually functioned vocationally in substantial proportions of cases.

b. The stenography-typing courses in the best public-school departments and in many private-school departments since 1890 actually proved vocationally functional for substantial proportions of all the girls and for a small minority of the boys taking them.

Glimpses of Expected Futures

In order to give clear expression to his views as to the improvements which should even now be undertaken in departments of commercial education, the writer here undertakes to set forth what he conceives to be some of the crowning evolutions and achievements which are likely to take place during the next fifteen to twenty-five years.

He is convinced that a variety of very active current movements affecting the social foundations of American education will force the following developments by 1950:

1. All the children of all the people will be attending full-time schools of *general secondary* education until at least eighteen years of age. These schools will offer *no* courses designed to train in full or in part for *any* vocations. Their educations will be planned and expected to function toward producing superior kinds and degrees of personal cultures, civic behaviors, health- and vigor-conserving practices, moralities and the other values properly deriving from *non-vocational* educations.

2. Each state will have one or more specific full-time, full-competency vocational schools for each vocation which has become so adequately standardized that, in the absence of collectively controlled apprenticeship, both prospective employees and employers in that vocation would certainly profit from the taking of well-focused training courses. For example, it is confidently estimated that under such conditions the state of New York with its more than 12,000,000 population and its diversified industries:

a. Would maintain twenty or more vocational schools of stenography-typing, admitting girls of intelligence quotients above the average, and open to them at not under 18 years of age.

b. Would maintain ten or more vocational schools of sub-professional bookkeeping adapted to young women 18 to 20 years of age.

c. Would, of course, also have several professional college-level vocational schools of accounting, open only to persons over 20 years of age and of the highest fourth as respects the mental abilities for this kind of work.

d. Would maintain at least two vocational schools for the training of indoor sellers of shoes.

e. Would maintain perhaps one hundred other specific full-competency vocational schools, one or more for each of such vocations as: retail grocery selling (open only to persons over 25 years of age who have had at least five years of successful experience as indoor sellers in that field); office clerical work, excluding stenography and account-keeping; kitchen-ware selling; and numerous others.

3. Each large-sized secondary school (embracing grades 7 to 12, but with far more courses adapted to low levels of mental ability than are now customary) will offer as electives:

a. Short-unit (30 to 60 hours) *performance-power training* courses in typewriting, personal-account keeping, and possibly one or two others as yet unpredictable lines for persons expecting to use such powers in non-vocational functionings.

b. Several short-unit courses as parts of an extensive program of *social studies in appreciational or comprehension* masteries of a variety of topics now being fumbled with under such heads as commercial geography, buyers' economics, economic geography, investment economics, *caveat emptor* advertising, etc. (none, of course, with any vocational intent). These would be given primarily to extend the learner's abilities; later to discharge his civic or euthenic-cultural obligations and would therefore be tested against *civic functionings* or *euthenic-cultural* needs.

c. Also a variety of theme or short-unit courses of a purely cultural nature designed to stimulate and satisfy curiosities as to various of the complex *social geographical or economic* relations of men—on such topics as transoceanic trade, corporation production, regional specializations of production, the functions of trading cities, the operations of credit-distributing banks and other agencies or scores of other similar topics of spiritual-cultural interests.

If these forecasts appeal to readers as realistically desirable and practicable they may well be taken as relatively "ultimate goals" for our work of next year and the next decade.

In the meantime, let us analyze possible next steps.

The term "commercial education," like so many other elastic general terms which come spontaneously to the lips and pens of educational philosophizers, has now become nearly useless for purposes of reliable description or communication. Hence, any writer on one or several of the topics implied, but not well denoted, by the words "commercial education," should begin by giving some realistic specifications as to just what he purposes to write about.

To that end the writer believes that critical examination of the vaguely oriented theories and practices of what are commonly thought of as commercial educations will reveal three categories of objectives which, when not clearly differentiated in courses and teaching methods, are certain to produce endless confusions and futilities. These are:

a. The distinctively commercial vocations and the educations which should produce competent performance powers for their exercise.

b. The needs of adults, who *do not* follow commercial vocations, for a few kinds and degrees of so-called commercial *skills and insights* as parts of their general educations.

c. The needs of adults for a wide range of "consumers' appreciations" of well-developed kinds in order, first, that as buyers and utilizers of multifarious "goods" they may select and purchase to their best advantage and, secondly, that as kinetic citizens they may use political controls to regularize our collective economic activities. The first two objectives, it will be here contended, belong well within the field of commercial education, but the third does not.

Vocational Training for the Commercial Vocations

First, what are the *commercial* vocations?

Speaking in terms of the classifications used in the United States census (see Vol. V, Population for 1930), they *clearly* are *not* the vocations included under Agriculture, Forestry and Fishing, Extraction of Minerals, Manufacturing and Mechanical Industries, or Domestic and Personal Service. Nor do they include any significant proportions of the gainfully employed listed under the major divisions of Public Service (856,000) or Professional Service (3,253,000).

But the commercial vocations certainly do include large proportions of the 5,000,000

men and nearly 1,000,000 women engaged in Trade, as well as the 2,000,000 men and nearly 2,000,000 women classified under Clerical Occupations.

Of the followers of Trade vocations, some 2,000,000 (including over half a million women) are classed as "salesmen and saleswomen." One and one-half million men (but only 100,000 women) are reported as "retail dealers." There are over 200,000 "commercial travelers"—very few of whom are women. Insurance agents, bankers and real-estate agents number together not quite a million.

Turning to the major class of Clerical Occupations, we find about 2,000,000 persons listed as clerks, of whom nearly one-third are women. Stenographers and typists number over 800,000 and all but 36,000 of these are women. Bookkeepers, cashiers and accountants number over 900,000 and of these, too, more than a majority are women.

The above classifications serve to indicate what, historically, have been the fields of work for which commercial educations have supposedly given more or less preparation. In a strictly technical sense several hundred distinctive vocations are included. But in a practical sense nearly all seem to have some requirements for school-learned skills or knowledge in common—even if these seem to be only exceptionally legible handwriting and some exceptional skills in various forms of arithmetical computation.

But the really functional future vocational educations for the commercial vocations must do better than that. Their aims must be more definite, their expected values more assured, their objectives more clearly formulated, their means and methods more functionally adapted and tested.

How can such competencies of educative planning and procedure be realized? Only, it is here contended, by starting all program making with carefully made "job analyses" of actual commercial vocations.

Let us assume the existence of conditions under which (a) all persons would attend full-time schools of *general education* from ages 6 to 18; and (b) the states would have established full-time, full-competency vocational schools for persons 18 or more years of age for all such vocations as had become fairly well standardized and for which apprenticeship participations, even over several years, were manifestly imperfect and wasteful means of full-competency, morale-conserving vocational training.

What *commercial* vocations seem now to be sufficiently well standardized as well as otherwise eligible, to deserve considerations as prospects for such specialized schools? Will not all well-informed men in the field of commercial education agree that *stenography-typing* as a young woman's vocation must be given first place as such a prospect?

The 1930 census reports 811,000 workers in this field, of whom only 36,000 or less than 5 per cent are men. Along with teaching and nursing, this is one of the few vocations which offers openings to large numbers of the more able-minded young women in all parts of the country. It is a safe estimate that, on the average, stenographers follow this vocation only some five years, after which the great majority become home-makers, a small minority become real secretaries, and only another small minority remain permanently employed in technical stenography. Hence we can safely estimate not only an annually required recruiting of over 150,000 members for this vocation, but also, under normal business conditions, a steady growth in the total numbers required.

Assume that centrally located vocational schools be provided which would train for this vocation only, and that such vocational schools would admit no students under 18 years of age or of less than median intelligence. Assume further that such a specialized type of vocational school, recognizing that all of its entering students had already devoted substantially twelve years or grades to their *general* educations (that is, to the several kinds of cultural, civistic, health-conserving, and other kinds of non-vocational educations), would include in its programs only courses of training and instruction which directly prepared for the usually expected performance powers in that vocation; or else were demonstrably contributory as background sources or foundations to such competencies—what would or should be the scopes, the contents, the achievement standards of the liberal components of the vocational curriculum, or possibly, three or more curricula presently to be offered? Similar analytical approaches will clearly prove practicable for many other of the clerical vocations, once determined efforts are made to study the actual practices of subdivisions of work that exist in the commercial world.

Let us next consider the great range of "selling vocations." Can really functional and profitable vocational educations through

schools be given for some or many of the so-called selling vocations?

Perhaps some educators would still undertake to answer that query thus: "No, it is not practicable to have schools to train for particular selling vocations, such as selling of shoes or automobiles or bonds or babies' outfits or drugs or cotton cloth or groceries. But it is practicable and useful to teach prospective candidates for such fields of work the principles of superior salesmanship."

But the present writer is convinced, in view of his knowledge of the earlier histories of nearly all those other forms of vocational educations through schools which have in recent years evolved to unmistakable standards of genuine competency, such, for example, as the vocational educations of physicians, electrical engineers, pharmacists, elementary-school teachers, besides nurses and stenographer-typists, that both the above contentions are unsound.

To take the second one first: Are there actually any *principles of salesmanship*, except in the imaginations of romantically generalizing minds? We are well aware that many attempts have been made to formulate such principles—psychological and other attempts. Vague generalizations have been formulated around such "concepts" as "approach to the customer," "regard for employer's interests," "studying the personality of the buyer," "overcoming sales resistance," and many others. The various generalizations which keen logicians can imaginatively construct around these so-called concepts may have some slight validity for mature, widely experienced and already successful sellers of wares and services. But have such generalizations any realistic significance or any possible validity as functional means of training immature and as yet inexperienced sellers? The present writer is so skeptical here that he inclines to regard nearly all attempts to help prospective sellers by teaching them such "principles" as little better than charlatantry.

As to the first contention: suppose there were established in any city a school devoted solely to the training of shoe-store clerks or sellers. Suppose it admitted as students only young men and women from 19 to 23 years of age, who had at least the equivalent of eighth-grade schooling and whose intelligence quotients ranged from 90 to 105. Assume such a school to offer a strictly shoe-selling curriculum estimated to require for students of modal abilities some 24 weeks of 36 hours

per week. Through cooperative arrangements made with various shoe-selling stores in the local region of the school, each student would share in the practical selling and other work of such stores at least 20 hours per week, the rest of his time to be devoted to "related studies." Since, in effect, each learner would be "apprenticed" to the school, the authorities in charge would naturally so assign his time for obtaining practical experience as to enable him to serve in a wide variety of stores. On reaching a specified standard of competency he would, of course, receive a certificate and perhaps eventually a "license."

Does any well-informed person doubt that such a school would actually function as a genuine vocational school? Or that a graduate of it would not presently come to be greatly preferred by employers to untrained applicants? If there are doubters it is inconceivable to the present writer that they know much of the histories of vocational educations through vocational schools of navigation, mining engineering, advertising illustrations, drafting, or library service.

Commercial Objectives in General Education: for Euthenic-Cultural Functionings

By "general learnings" is here meant all those which men and women need in common, largely irrespective of their specialized vocations—learnings for health conservation, for good political membership, for cooperative worship, for superior parenthood, for guidance to superior pleasures, and for personal culture.

One division of cultural learnings is here called the "euthenic." By that is meant the culture or acquired learnings which enable a utilizer to exercise superior wisdom in his spendings, his savings, and his other controls of the *utilizing* side of his life.

There are a few kinds, and of each some moderate degrees, of what is often called "commercial education" which can well be set up as appropriate objectives of this *general* education for euthenic culture. Of these, simple *personal-account keeping* is probably the most significant. It is entirely practicable, and, for many persons in their adult years, would doubtless have some value if they were trained as young persons from 12 to 16 years of age to keep simple, written accounts of financial receipts, expenditures, debts, bank deposits, and the like. Such learnings might be extended to include some

very simple educative experiences with the making and use of the budgets appropriate to wage and salary earners. (Budget-making and account-keeping for persons whose *vocations* include the handling of funds and the making of payments to employees or for supplies for a group—as farmers, small merchants, homemakers, etc.,—should obviously be prepared for as essential parts of the *vocational educations* of these persons).

In the nine-fold classification of the functionings of school-imparted learnings, which the present writer finds most useful, he would place the above “personal-account keeping” learnings in the category of “euthenic culture”—that is, the cultures which improve utilizations of the material goods essential to civilized standards of living. Such learnings are not expected to prove of vocational significance, nor have we any reason to believe that *for the purposes of all persons not engaged in funds-managing or labor-managing vocations* these learnings cannot be adequately produced in from 30 to 60 hours of carefully directed studies by learners somewhere between 13 and 18 years of age (or preferably seventh to tenth grades of school achievement).

The only other “euthenic cultural performance power” type of learning of proved value, which has any remote connection with traditional commercial education, is typewriting. Certainly junior and senior high schools of the future will seriously fail in their opportunities if they do not enable such of their pupils as desire it to become fairly expert typists for their personal, not vocational, purposes. But like personal account keeping, such learnings of typing now clearly constitute one division, and not a large or important one at that, of general cultural education.

Rationalized Non-Vocational Objectives of Commercial Educations

In addition to the above objectives, which common sense will surely hold to be non-vocational, there can be found from time to time in the aspirational theorizings of some even prominent educators various notions to the effect that “commercial educations” should be made to serve two other classes of strictly non-vocational functions.

First is the function of “consumer education.” All persons are, obviously, *buyers* of foods, clothing, shelters, vehicles, newspapers,

and diversions. Nearly all persons, too, are at some stage buyers and utilizers of the services of banks, insurance companies, transport corporations, and brokerage houses. We might even go further and say that all are, in a very real sense, buyers likewise of the services of police, public-school teachers, highway builders, and armies and navies.

What, then, can sound more logical than proposals that these potential *consumers* be provided in youth with kinds and amounts of “commercial education” which will make them more intelligent “buyers” and “utilizers”? But, like not a few of the other seemingly logical proposals of educational philosophers, this set of objectives for commercial educations turns out on critical examination to be almost hopelessly Utopian so far as most *means* and *methods* now available are concerned.

The second class of non-vocational functionings sometimes idealized for commercial education should properly be called the *civic* or *civistic*.

It is clear to all synoptic observers of the present-day social scene that *all political governments*—local, state, national and even international—must increasingly accept varied and multiplying responsibilities for the intelligent coordination and supervision, even control, and, as a last resort, operation of a great variety of the large-scale economic activities of their peoples—especially where these economic activities are operated by corporate societies or other complex social groups.

Of course these economic activities are in a broad sense all *business activities*, and all business activities directly or indirectly involve *commercial* activities. How logical, then, for easy generalizers in educational theory to argue that *commercial education* helps, or can easily be made to help, equip the citizen, as maker and supervisor of political governments, toward more intelligent and altruistic exercises of his political responsibilities in a democracy like ours?

But logical or not, these ideals have never yet been given even faintly promising implementations along the channels of commercial education, and it is wholly improbable that they can be so implemented. Greatly improved *civic educations* our public schools, and above all our six-year secondary and two-year college schools of general education, must presently learn to give, if the complex political functionings of citizens are to continue to be served on a democratic basis. But the con-

crete objectives and the means and methods of such civic educations will have to be discovered along quite other lines than thus far realistically conceived by promoters of commercial educations.

• • •



DAVID SNEDDEN

PROFESSOR DAVID SNEDDEN was born in California, educated in the rural schools of that state, and is a graduate of Stanford University. He taught and supervised rural and town schools in California for eight years and then became assistant professor of education at Stanford University, holding that position for three years. He then secured his doctor's degree at Teachers College, Columbia University, in 1907, and became adjunct professor of educational administration in Columbia University. He resigned that position to become the first State Commissioner of Education of Massachusetts, and held that position from 1909 to 1916, during which period a system of vocational education in agriculture and industrial training was organized for that state.

Dr. Snedden is an outstanding pioneer in the promotion of vocational education in the public schools of this country and for many years was the most prominent leader in the movement for the introduction of industrial, commercial and agricultural courses into the

high schools. He was president of the National Society for Vocational Education, its secretary for many years, and editor of its magazine, "Vocational Education." During recent years he has been advocating the establishment of state and regional trade schools for giving specific training for various occupations.

He was largely responsible for the starting of courses for teachers of commercial subjects at Teachers College, Columbia University; and the present program there is an outgrowth of the courses which he introduced.

His coming retirement is a distinct loss to American education.—William R. Odell.

• • •

Pure Intellectual Power Needed in Business

I DOUBT if it is true that business men are looking for narrow, technical skill alone. There are some vocations, of course, in which this is the primary desideratum. There are doubtless many business men who are indifferent to the cultural elements of the work of their employees and demand only practical efficiency. These are the kind of people who decry theory and principle and overemphasize practice, forgetting that there can be no successful practice which is not founded on sound theory or principle.

In the higher, or what may be called the executive, positions in the business world, culture has a larger field of play. It cannot be denied that many graduates of "literary" colleges became successful business men in the days when there were no colleges of commerce or business courses. The reason is that in many places what is needed is breadth of view and intellectual power, as well as wide general knowledge. What is wanted in such positions is what Emerson calls pure intellectual power, the ability to turn one's knowledge and intellectual faculties to any one of several tasks. As the president of one of America's railroads once said to me: "The kind of student I want you to send me is one to whom I can hand a set of data and tell him to sort them in proper order and tell me what they teach; and I don't care whether you train him on Greek roots or on economics." —Dr. David Kinley: "The Cultural—The Practical," *The Business Education World*, January, 1934.

The Story of Shorthand

By JOHN ROBERT GREGG, S.C.D.

[Copyright, 1934, by John Robert Gregg]

As we take up "The Story of Shorthand" again after the summer vacation, it may be helpful to look back briefly over what has gone before.

In the preceding volume we covered the story of shorthand from pre-Christian days down to the publication of the first shorthand system of modern days, the system of Timothy Bright, which appeared in the year of the Spanish Armada, 1588. We discovered that the Romans, to whom credit used to be given for the original invention of shorthand, probably learned it from the Greeks, who, in turn, probably learned it from the Egyptians.

We reviewed the important part played by shorthand in the development of the early Christian Church and the pall that fell on the study of shorthand, as on the other branches of learning, during the Dark Ages. We watched the rise of shorthand with the other arts and sciences in the world's greatest flowering of the human mind—the Renaissance. Then, just as we saw the dawning of modern shorthand, the school year was over and we had to stop!

You can pick up the thread of the story now with Dr. Gregg's analysis in this issue of the first English systems.—L. A. L.

Chapter VII

THE FIRST ALPHABETIC SYSTEMS

I

ALTHOUGH Bright's treatise was the first attempt to revive the art of brief writing in modern times, the real beginning of the art dates from the publication of "The Art of Stenographie," by John Willis, in 1602. This was the first alphabetic system because it provided material for the representation of consonants, vowels, and diphthongs. Most of the succeeding systems in the century following were based upon it; indeed, it is not too much to say that the system of John Willis largely determined the trend of shorthand construction for nearly three centuries.

Scant justice has been done John Willis by shorthand historians, who have generally treated his work somewhat ungenerously. An exception is found in the case of the late Charles Currier Beale, who paid the "Father of Alphabetic Shorthand" this well-deserved tribute: "The system of John Willis is worthy of particular attention for the reason that it was the first system of real alphabetic shorthand ever published. At first glance it seems crude and cumbersome in the extreme, but a more careful study of its principles convinces the unprejudiced student that the unfa-

vorable criticisms which have been made in some of the shorthand histories are not wholly deserved. Criticism, or even improvement, is common and comparatively easy; invention is difficult and uncommon. And John Willis was an inventor. To those who believe that the phonetic principle originated with Isaac Pitman—despite his earnest disclaimers—it may be interesting to note that, in this pioneer of all the shorthand systems of today, the phonetic principle was recognized and very extensively provided for."

2

The statement that the phonetic principle was recognized and provided for was based on the following extract from the eighth edition of John Willis' book (1623): "It is to be observed that this art prescribeth the writing of words, not according to their Orthography as they are written, but according to their sound as they are pronounced, observing their pronunciation in the shortest manner." It was impossible to carry out this direction in its

fullest sense, seeing that no provision was made for the exact expression of all the *sounds* of the language. The ninth edition (1628) gave this direction: "In every word those letters are to be omitted which are but lightly, or not at all, sounded, whether they be vowels or consonants." This direction was illustrated by the omission of *b* in *debt*, *lamb*, *subtle*, and the omission of *c* because it is pronounced as either *k* or *s*. The record of "Stenographie" in the Stationers' Register is as follows:

19 Aprilis, 1602
Cuthbert Burbie, Entered for his copie vnder th'handes of master
Hartwell and the wardens A booke called *the art of Stenographie*.
... vj^d.

The book is 3½ inches wide and 5½ inches high, and contains twenty-one leaves. Only two copies are known to exist, one in the British Museum, and the other in the Bodleian Library at Oxford.

**THE ART OF
STENOGRAPHIE,**
Teaching by plaine and certaine
Rules, to the capacitie of the
meanest, and for the vse of
all professions, *The*
way of compendious
Writing.

Wherevnto is annexed a very easie
direction for *Steganographie*,
or, Secret Writing.

Horat. *serm. lib. 1. Satyr. 4.*
Si quid promittere de me
Possum aliud, verè promitto.



AT LONDON,
Printed for Cuthbert Burbie.

1602.

TITLE PAGE OF "THE ART OF STENOGRAPHIE"



THE ART OF STENOGRAPHIE.

The first Booke.

Chap. I. Of great Characters.



Stenographic(a)
is the Art of com-
pendious Writing.

It consisteth of
two parts: the abre-
uiation of a word,
and the abreuuiation
of a sentence. (b)

A worde is abreuuiated, when it is ex-
pressed by a short Character, (c) agreeable
vnto it.

A Character is a lineall (d) note of any
thing, (e) as, the Characters a b c d e f, are
lineall (f) notes (g) of letters, 1, 2, 3, 4, 5. of
number, h y z of Planets.

A 4.

Vnto

PAGE 1 OF "THE ART OF STENOGRAPHIE"

3

There is apparently no record of the birth and boyhood of John Willis, the first author to make any permanent contribution to the development of the art of brief writing. He entered Christ's College, Cambridge, and received the degree of B.A. in 1592; four years later he took his M.S. degree; in 1603—one year after the publication of his "Art of Stenographie"—he received the degree of Bachelor of Divinity. In 1606, he became Rector of Bentley Parva (now Little Bentley), in Essex, and while residing there he published in 1618 a work in Latin entitled "*Mnemonicæ, siue Reminiscendi Ars.*" An English translation of this work was published in 1631, entitled "The Arte of Memory, so far forth as it dependeth upon Places and Ideas." John Willis died in 1625.

Considering the date at which it was written (1602), the manner in which John Willis set forth the advantages of shorthand is rather interesting. He said: "Now this manner of writing, taking up so narrow a room, must

The first edition of "The Art of Stenographie" was published anonymously. The explanation of this fact is given in Alexander Tremaine Wright's scholarly monograph on "John Willis, S.T.B., and Edmond Willis": "At this date Timothy Bright's patent of 1588 had some fifteen months of its fifteen years unexpired; and that instrument, as has been stated, secured to the grantee the exclusive privilege of teaching, printing, and publishing books 'in or by character not before this time commonly known and used' by any other of the Queen's subjects. The terms of the patent were sufficiently wide to make it hazardous for anyone to print or teach a system of shorthand that was not in practical use before June, 1588; and it is probable that the patent presented a serious obstacle to progress in shorthand invention and instruction. In subsequent editions the name of the author was given, and the system passed through no fewer than fourteen editions.

	JWillis	EWillis	Witt	Dix	Mawd.	Shelton	Metcalf	Rich.	Shelton	Farthing	Everard	Bridges
	1602.	1618	1630.	1633.	1633.	1641.	1645.	1646.	1650.	1654.	1658.	1659.
A	^	2 /	^	^	^	^	^	/	<	c	q	c
B	n	|	|	^	^	|	<	|	(	^	1	n
C		(	┐	┐	>	┐	(	c	>		c	
D	7	)	)	7	7	/	)	j	\)))
E	<	e	o o	e	e	e	o	o	e	8	o	
F	L	7	7	L	L	7	L	>	L	7	7	L
G	J	y	y	J	J	y	y	y	^	7	y	^
H	o	h	z	o	q	<	o h		o	9	h	
I	2	z	✓	1	┐	L	1		┐	L	1	s
J	>		y	1	┐		1		^			
K	┐	^	^	<	>	(	(	o	(	1	^	j
L	u	u	u	u	u	u	u	u	-	u	u	u
M	u	u	u	u	u	u	u	-	)	(	u	u
N	\	n -	-	\	c	-	-	-	/	\	z	-
O	(	o c	c	c	/	(	e	✓	u	1	o)
P	/	p o	(	u o	y	o	p o	o	p	-	y	7
Q	o	q	q	y	>	q	7	q	q	┐	q	
R	-	r	r	-	-	r	r	p	r	r	r	v
S	|	s	p	|	|	p	q |	/	o	o	p	|
T	c	f i	/	/	(	/	/	/	l.	/	f	/
U	2		.	.	.		v	\	v			
V	v	v	v	v	v	v	v		v	v	o	
W	)	1	q	)	)	l	7	L	(	7	7	/
X	2	2	^	2	2	x	2	^	2	2	2	2
Y	8	y	y	8	2	y	8	y	8	2	j	1
Z	z	z	z	z	z	z	z	z	z	z	z	
Ch		f				>				<	f	c
Sh		h				h				h	9	
Th		/				o				/	/	o

REPRESENTATIVE SEVENTEENTH-CENTURY SHORTHAND ALPHABETS
 (From "The Teaching, Practice and Literature of Shorthand," by J. E. Rockwell.)

needs be very profitable: first, for writing marginal notes, and interlineations where they are needful; secondly, for noting sermons, reports, orations, or any speech; thirdly, for speedy writing out of anything, whereof we desire to have a copy; and fourthly, for the penning of any set speech which is to be delivered in public."

(To be continued)

A Larger Conception of Skill'

By Dr. JOHN L. TILDSLEY

District Superintendent in Charge of High Schools, New York City

A STUDY of the answers given by executives to a recent questionnaire reveals little change in the opinions which they held when a similar survey of commercial education was made some five years ago. They continue to be more interested in what the boy or girl is than in what he knows or what he can do. Again, they say we can train the boy on the job to do a specific piece of work. What we ask is to be furnished with boys and girls worth training; boys and girls with certain elemental qualities, habits, and attitudes which make it easy to teach them specialized duties which cannot be satisfactorily taught in the high school.

Beginners Need Intelligence Before Skill

The obvious conclusion, therefore, is that most routine duties may be learned on the job and that an ability to adapt himself to conditions is of more importance to the beginning employee than actual skill. This ability, which we call intelligence, is in great demand, but in small supply, due largely to defects in our educational system. Among the weaknesses displayed by beginning employees, cited by these executives, are inadequate knowledge of English grammar and composition, paucity of vocabulary, lack of familiarity with current events, and lack of consideration for others. One concern, whose product is nationally known, advises teach-

ers to stress punctuality, truthfulness, honesty, and accuracy, as opposed to speed.

In the light of these statements there seems to be no doubt that every effort should be made by our schools to equip graduates to overcome the weaknesses which result from a lack of cultural background and a deficiency in such traits as fastidiousness, businesslike appearance, gracious manners, adaptability, willingness to learn, doing well the job in hand, desire for continued study, and an ambition to advance.

Business Wants Broader Education

The subject assigned to me is "What the Schools Are Doing or Can Do to Meet Business Needs in Skill Performance."

It is evident from the criticisms and suggestions of business men, as summarized in the foregoing paragraphs, that they are not primarily interested in skill performance on the part of their entering employees; they are interested rather in the capacities of these workers, of which skilled performance is but one of many manifestations. No business house of high standing would long tolerate a high-speed stenographer or typist who did not also possess those virtues and qualifications already cited. What business men are demanding in their workers is exactly what we, as teachers, should demand of every one of our pupils, not merely of those who are planning a business career.

For some years past our best teachers of stenography and typing have stated as their objectives accuracy, thoroughness, the perfect achievement, the mailable letter, typing without error. Through the use of the project, they have sought to develop dependa-

¹Abstract of an address before the joint meeting of the Gregg Shorthand Teachers' Association, the Pitman Shorthand Teachers' Association, and the Commercial Education Association of New York City and Vicinity, held at the Hotel Pennsylvania, New York City, April 28, 1934. The complete address is published in the Yearbook of the association.

bility, a sense of responsibility, initiative, the power of self-directed activity. Speed has been subordinated to perfection of the finished product and for the first time, perhaps, the eyes of boys and girls have been opened to the possibility of a thing being done perfectly. The portfolio of perfect work has been an object lesson to teachers of other subjects, but still we are doing in part only what the executive demands of us. He asks for a dependable secretary; for a pleasing appearance, good manners born of a consideration for others, musical voices, richer vocabulary.

Stenography a Language Study

Mr. Johnson O'Connor, director of the Human Engineering Laboratories, Stevens Institute of Technology, tells us that the vocabulary of a man is the best single test of his degree of administrative ability and of his learning power.² Stenography is essentially a language study. Is it not incumbent, therefore, upon the teacher of stenography, as upon the teacher of English and the teacher of any other subject, to impress upon his pupils that language is employed to give expression to thought?

The time is past for merely setting down and transcribing symbols. The stenographer must understand the idea he is recording and must be able to express it in acceptable, idiomatic English. Skill in recording and in transcribing is not a matter of mechanically hearing and fingering, but of each of these elements directed by an understanding and a cultured mind. The secretary of today must have a degree of mind power and culture which corresponds to the mind power and culture of the person whose thinking is being reduced to typed pages.

With the rising mentality of business executives, their broader vision of the world, the richer vocabularies which Mr. O'Connor tells us they possess, the young stenographer must also have this broader vision of the world, this greater command of ideas, this store of words adequate for their expression. It follows, then, that the teacher who is to bring to a full realization this magnified stenographer must herself be a woman who thinks, a woman of culture, a woman whose words are winged, meaningful, and many.

But even this enriched equipment of the stenographer does not wholly satisfy the business executive. He also demands a secretary who is honest, truthful, courteous, considerate of others, reliable, persevering; satisfied only with perfect accomplishment. When we speak of the skilled stenographer, therefore, we must enlarge our concept to include the possession of all these elements.

Can these elements, so vital to the skilled stenographer, be developed in the atmosphere of the classroom? Yes, but with difficulty, and only when the teacher, herself, possesses the same characteristics.

Such simple virtues as honesty, truthfulness, consideration for others, dependability, faithfulness, are not found in every home from which our pupils come. Nor are they always to be found in the man on the street, not even in high places. On the teacher rests the tremendous responsibility of personifying in herself the virtues these aspiring, but embryo, secretaries must possess. She must not depend entirely on the influence of unconscious, or even conscious, imitation. She must be truthful herself, and by conscious technique she must inculcate in her pupils a new philosophy able to overcome harmful influences of home and environment. Most untruth is due to want of courage. So, almost the first task of the teacher of stenography is to instill in her pupils the element of courage.

Dependability, another quality which executives rate highly, may be built up even in seemingly unpromising boys and girls by the teacher who is herself dependable. Such a teacher never assigns a task beyond the capacity of the child, but she also never fails to exact the accomplishment of the task thus assigned. Day after day the boy or girl must be given an opportunity for self-directed activity and held strictly to account for the accomplishment of the task. Responsibility once assigned must never be delegated to another.

Thus might I elaborate on ways of developing in pupils these varied elements which the executive demands in his secretaries, these concomitants of power, of stenographic skill. One thing we are ready to admit, is that in the past we have trusted too much to accident. We have worked directly for knowledges and skills and we have trusted to secure the fundamental virtues as by-products of efforts purposely directed to other ends. Business executives maintain that the most

² "Vocabulary and Success," by Johnson O'Connor. *The Atlantic Monthly*, February, 1934, pp. 160-166.

vital elements in the secretary are personal qualities and a cultural background. By the latter they mean all the cultural experiences to which the person has been exposed and which he has made so much a part of himself that they have become a constant, inner force making for a richer and a fuller life.

Matthew Arnold, in one of his essays, defines culture as acquaintance with the best that has been said and done by the race, and, in another essay, as the struggle for perfection and the will that perfection shall prevail. From this standpoint, every teacher of stenography can be and should be a high priest of culture.

I have seemingly unloaded on the teacher of stenography the entire task of educating the boy and the girl. At least, I have assigned to her the task of enlisting and organizing the efforts of all the teachers to

which a given pupil is exposed, so that these richer elements in the stenographer's equipment may be perfectly harmonized. What a satisfaction it will be to you to realize that, even if, having acquired these characteristics, the boy, in manhood, enters one of the professions, or the girl, in womanhood, chooses as her life work the care of a family, yet both have received an education as indispensable for the chosen career as for secretarial work itself! .

In conclusion, therefore, let me counsel you not to think of yourselves as teachers merely of a subject, but as builders of richly endowed men and women, whose every power will find full exercise in the career toward which you are leading them as boys and girls. For what the business executive wants, everyone wants—a highly developed, richly equipped human being.

What is Rhythm in Typewriting?

By GEORGE L. HOSSFELD

World's Champion Typist—1918, 1920, 1921, 1922, 1926, 1927, 1929, 1930

Rhythm has various tempos and the methods of utilizing it differ with beginning and advanced classes. Mr. Hossfeld is convinced that without the aid of rhythm complete mastery of the keyboard cannot be achieved.

WE hear many arguments these days on the subject of rhythm with reference to typewriting. Some teachers are actually at a loss to decide which side of the argument to take, especially after hearing such remarks as:

There is no such thing as rhythm in typewriting; just listen to the "noise" when an expert is writing and then draw your own conclusions.

You can actually hear combinations which are being written faster than others, and vice versa.

It is small wonder, in the light of such assertions, that some are inclined to question the veracity of statements made by those who do not subscribe to a similar theory.

From my own observation and study, I am convinced that rhythm is an essential factor in gaining typing speed and accuracy. I firmly believe—and many others will admit—

that the present-day high degree of accuracy could not have been attained without the aid of rhythm. The principal difference of opinion seems to center around the question of whether or not rhythm has the same interpretation for the beginning student as for the advanced student.

Rhythm in Beginning Classes

The presentation of rhythm to a beginning student of typewriting is exactly the same as to a student of music; in fact, we could use to real advantage that instrument used to teach rhythm in music, the metronome, if we were giving individual instruction. Since, however, in most cases we give group instruction, it is necessary to resort to other means to attain our end, such as keeping time with music, beating time with a ruler, counting, or spelling aloud.

Of course, we cannot expect the beginner in typewriting to write rhythmically the first few days. We must impress upon his mind, however, that he must attempt to strike the keys with as much rhythm as is possible under the circumstances; in other words, he should attempt to strike each key with an equal lapse of time between strokes. Complete mastery of a combination of letters on the typewriter keyboard cannot be attained until the stroking is accomplished with perfect rhythm.

Rhythm in Advanced Classes

Only on infrequent occasions have I attempted to explain the difference that exists in the rhythm we advocate for the beginner and the rhythm of the advanced student and expert. Perhaps the reason is that I, myself, did not have until in recent years a thorough and definite understanding of this difference.

In the early stages of his career, the student should write with a regular and even stroke, as explained above. However, as the student progresses he learns to stroke certain combinations faster than others, due to their being simple words, properly balanced words, or oft-repeated words. On the other hand, he will write other words or combinations slower than his normal speed, due to the necessity of striking most of the keys with one hand, an awkward combination, or an unfamiliar word. In neither case is it necessary to sacrifice rhythm. It may be necessary to change the tempo of the rhythm, but the keys can still be struck with an equal lapse of time, either faster or slower, between strokes.

This is really the vital point of discussion with reference to rhythm in typewriting.

Many teachers have misinterpreted the slower and faster tempos as being evidence of erratic operation. This is far from the actual fact. There is a great difference between erratic writing and the rhythmic writing of an advanced student or an expert. Writing becomes erratic whenever the operator allows his fingers to get out of control. This happens mostly when he tries to exceed his normal speed, when he is "pushing" himself to the utmost. It is at such times that his mind momentarily becomes confused.

The rhythmic typing of an expert typist can be likened to the playing of an expert pianist. The pianist encounters varying tempos: there may be trills, runs, rests; there may be whole notes, half notes, quarter notes, eighth notes, sixteenth notes, etc.; yet the entire composition must be played with rhythm in order to reproduce the melody as it was conceived by the composer.

The same theory applies to the expert typist. His trills and runs are the familiar, balanced, and oft-repeated combinations; his half notes and quarter notes are the awkward and unfamiliar combinations.

Thus we have varied tempos in typewriting just as we have them in music. And these tempos in typewriting, as in music, must be rhythmic.

There is still a great deal which may be said about rhythm as a teaching device, but I fear that I shall be treading upon pedagogic ground where the footing is uncertain. Important studies are being made by qualified persons at the present time, which will, doubtless, result in some very interesting disclosures in the not-distant future. Suffice it to say that many present-day pet ideas will be discarded because they are contrary to definitely proved facts.

The B. E. W. Platform

1. A minimum business education for everyone, and short courses in the skill subjects for personal use.
2. Specific application of the general objectives of business education in terms of authoritative instructional materials and scientifically prepared courses of study.
3. A better understanding of present-day economic problems and their effect on business education.
4. Higher practical standards of achievement in skill subjects.
5. A better understanding of the objectives of business education and a more sympathetic cooperation in the solution of business-education problems on the part of those educators charged with the administration of schools and with the certification of teachers.



Outcomes of Beginning Bookkeeping

Should the outcomes of beginning bookkeeping remain the traditional vocational outcomes with which we are all familiar or should they be broadened? How far should we go in "socializing" this course? These two questions are being asked by bookkeeping teachers and curriculum committees all over the country. We have invited ten nationally known authors of bookkeeping texts to answer these questions through the columns of the BUSINESS EDUCATION WORLD. Each one has replied that he will be glad to do so to the best of his ability. This month the questions are answered by Professor Elwell of the University of Wisconsin, a teacher of wide experience, a certified public accountant, the author of "Bookkeeping for Today," and co-author of "Bookkeeping and Accounting."

The Bookkeeping Course Under the New Deal

By FAYETTE H. ELWELL

Professor of Accounting, University of Wisconsin

IN his message to Congress on June 8, 1934, President Roosevelt said in part:

Our task of reconstruction does not require the creation of new and strange values. It is rather the finding of the way once more to known, but to some degree forgotten, ideals and values. . . . It is rather a return to values lost in the course of our economic development and expansion.

Ample scope is left for the exercise of private initiative. In fact, in the process of recovery, I am greatly hoping that repeated promises that private investment and private initiative to relieve the government in the immediate future of much of the burden it has assumed will be fulfilled. We have not imposed undue restrictions upon business. We have not opposed the incentive of reasonable and legitimate private profit.

In his address to the Iowa State Bankers Association on June 27, 1934, Professor Tugwell is reported as saying:

Social management, democratically conceived, would, therefore, involve the social organization of the processes of production and distribution, taking advantage of ordinary and useful motives (with reduced stress on the monetary one, which seems to me to have been overemphasized) and existing machinery and methods, to achieve first a wider distribution of goods, and later (for this is likely to occupy our generation) whatever further aims seem desirable.

All these quotations are in line with every

article that I have read and every speech that I have heard regarding the new deal of "social management," "social values," etc. They clearly indicate that our national leaders desire more people to have a hand in business rather than to limit participation to the comparatively few. Their ideas convince me the more that *every high school student* should take at least a one-year course in bookkeeping. Certainly *every person* should have a knowledge of bookkeeping, if he is to avail himself of the advantages which our national economic life under our present leadership hopes to offer him.

I have no worry whatsoever over the current reports that private initiative will not find an opportunity in the new business world, and that, as a result, there will be no necessity for a student to have a knowledge of business bookkeeping. As just stated in the preceding paragraph, I interpret the statements quoted to mean that more people are to be in business and that there will be a still greater necessity for a knowledge of business bookkeeping. This means that more students should study at least the fundamental principles of bookkeeping, because these principles apply in every business transaction regardless of the type or kind.

If we, as bookkeeping instructors, are to meet the challenge of adequately preparing students to take their place in socialized busi-

ness, we must insist that they learn the general, fundamental principles of bookkeeping, because it should be clear that once these basic principles are mastered, they may then be applied with ease to any type of transaction no matter how complicated it is.

Social and Technical Viewpoints Complementary

I have always been a firm believer in having students see and understand the social values of bookkeeping. From the social viewpoint, the subject of bookkeeping has a great appeal to them because of the story of business which is unfolded to them as the work progresses. This appeal is the stronger when complemented by and with the technical viewpoint. Bookkeeping is merely the technical procedure for identifying and keeping a systematic record of business transactions, yet I repeat that in our teaching and our writing we should always bear in mind both viewpoints, the social and technical. *They are complementary, not contradictory.*

On the one hand, the social values of the various subjects in bookkeeping mean but little unless the technical procedures and processes are studied at the same time; and on the other hand, to teach the subject from the technical viewpoint only and to omit the constant discussion of social values would mean that the student would be poorly prepared to take his place in our socialized business life. Too often in our bookkeeping courses the "social" or "consumer" or "general informational" phases, features and aspects—the very ones which show the students the uses and values of bookkeeping in business life—are omitted. Because a bookkeeping course has frequently been taught from the vocational or technical viewpoint is no reason why it may not be taught from both the technical or vocational and the social or general information viewpoint. There is no conflict between these viewpoints.

I believe that practically every school administrator will appreciate the importance of preparing students for our new economic life, and that the administrators owe it to every high school student to advise him to take at least a one-year course in bookkeeping. In addition, an increasing number of administrators are coming to realize that the subject of bookkeeping offers a complete and ideal arrangement of learning situations—recognition of the problem, analysis, synthesis, and

interpretation. No other high school subject offers these learning and thinking situations to the degree found in bookkeeping. Furthermore, it should always be remembered that bookkeeping offers the best training in general business procedure of any high school subject. A good solid course in double-entry bookkeeping, taught with both the social and technical viewpoints in mind, may easily become the most valuable single course in the entire high school curriculum.

Another point which should be considered in discussing the outcomes of the first-year bookkeeping course is that many of the current demands made upon business by federal and state governments involve bookkeeping records; yes, even more complete bookkeeping systems than many business men have had in their businesses in the past. Many of the codes adopted under the National Industrial Recovery Act and the Federal Alcoholic Control Administration specifically provide for the adoption of uniform accounting systems for the industries, or for such a system of accounting as will enable every business man to know what his cost of production or cost of doing business may be.

For some months past I have been engaged in making a survey of a certain manufacturing industry to determine its cost of production, and it is simply appalling to find that so many of the individual businesses fail to keep adequate records. Several of the smaller units in this field do not have even a complete double-entry system, while many of the larger units do not have a system adequate for a business of their size and volume. The Administration of this industry has included the following paragraph in an Interpretation issued July 18, 1934:

The Code Authority and the Regional Boards should take promptly such steps as may be necessary to see to it that members of the industry keep such accounts and records as will clearly and accurately reflect their costs.

Knowledge of Bookkeeping Not Extensive

Another "Code" engagement in my public accounting office is to determine the costs of doing business in a certain retail line of trade, and here again we discover that many of the proprietors have but little knowledge of the uses and values of bookkeeping. The codes undoubtedly will insist on operating and financial reports from individual units with the result that thousands of businesses will be

compelled to install adequate bookkeeping systems. If we fail as instructors to provide students with the equipment necessary to handle business transactions the students will in turn fail to find their places in socialized management. Certainly no high school course gives such an insight into the various practical phases of business as does a well-taught course in bookkeeping, and I cannot believe that any instructor would fail to include such basic business topics as classification of accounts, preparation of profit and loss statements and balance sheets for a trading concern, adjusting and closing journal entries, special journals, controlling accounts, accruals, sight and time drafts, etc.

One of the outcomes of our first-year bookkeeping course should be to have the students so thoroughly understand the analysis of business transactions into their elements that they will never be at a loss to determine the debits or credits in any transaction which may arise. In my twenty years of practice as a certified public accountant, I have been in hundreds of offices and talked with as many bookkeepers, and I have found all too many who lack the power to analyze the more complicated business transaction into its elements—the very basis of double-entry bookkeeping. I have always maintained that the fundamental equation in double-entry bookkeeping is *debit equals credit*, regardless of whether the debits are assets or expenses and the credits are liabilities, proprietary interest, or income. If we thoroughly drill the student in analyzing the types of transactions which arise as each subject in business bookkeeping is discussed and studied, we need have no fear but that he can analyze the transactions of a socialized society.

Bookkeeping Knowledge Should Be Complete

Too many office employees and other individuals fail to understand the relationship of any single account, book, or record to the bookkeeping system as a whole. This inability of the student to see the forest as a whole on account of the trees is a serious indictment of bookkeeping made by business men, and I am suggesting that instructors take unusual and particular care in explaining to the students how each new account or book as it is introduced in the course fits in with the work previously done. Here again the instructor has an unusual opportunity to introduce social values, in that many of the detailed specific



FAYETTE H. ELWELL

accounts and many of the special journals and ledgers are used solely for the purpose of adapting the bookkeeping system to the needs of the business. These needs may relate to division of labor, where there is too much work for those presently employed, or to a desire for more detailed information regarding certain accounts or groups of accounts. If we build in this manner on a solid foundation from the simple to the complex, we need have no fear that our students will fail to grasp the social significance of the various procedures and practices.

More stress should also be laid upon the analysis of the balance sheet and the profit and loss statement so that every student, regardless of whether he engages in any commercial or industrial pursuit as a proprietor or as an employee, will understand the usual forms and contents of these business statements. Adequate analyses of the balance sheet and of the profit and loss statement are impossible unless the student has a knowledge of what the terms mean, what the accounts are, and how they were obtained. The interrelationship of these two statements—the balance sheet and the profit and loss statement—is also most important, and constant effort should be made to have the students understand how to read the story of any business in these two significant statements.

It is my belief that, generally speaking, too little attention has been given the profit

and loss statement as compared with the marked attention given the balance sheet. If business is to become socialized—more people actively engaged in adventures which they hope may be operated at a profit—our students should be taught to see that the profit and loss statement is really a most important document. If the individual proprietor is operating at a satisfactory profit, many of his worries are over, and his chief concern with the balance sheet is to see that appropriate relationships between its items are preserved. The profit and loss statement is the ground work upon which administrative operating policies are built, and the making of profit and loss statements monthly, or at least quarterly, should be encouraged.

Basic Bookkeeping Cycle

One of the very definite outcomes of the first-year bookkeeping course should be that the bookkeeping students understand each step in the bookkeeping cycle and thus have a knowledge of the complete bookkeeping procedure. There is absolutely no permanent escape from the fact that the basic bookkeeping cycle consists of the following steps:

- Journalizing the transaction
- Posting to the ledger
- Taking a trial balance
- Preparing the business statements
- Closing the ledger.

These are the essential steps in bookkeeping, regardless of the kind of business or of the type or detail of the records kept. In a one-year course this cyclical procedure is advisedly based upon the most usual and typical type of business, retailing. There is ample opportunity in this general field, however, for the gradual introduction of more complex situations and conditions, and students are taught how to proceed through each step of the bookkeeping cycle under varying conditions of ownership and volume of business. Students having this experience would surely know not only how to handle any certain phase of the bookkeeping procedure but would comprehend it also as it relates to the whole bookkeeping cycle. To my mind this is definitely preparing them for the socialized economy which many are predicting at the moment. If our young people are to know business and be in a position to take their places in the new structure, they should be prepared for such responsibilities.

I do not believe that income tax work (federal or state) should be included in a high school course in bookkeeping. Federal and state laws are not in agreement on many points, and great variation exists even in the laws of the different states. The laws are not only revised and changed frequently, but there is such a wide interpretation of the points in any one law at any particular time, that I think it extremely unwise to touch this complicated subject in a high school course. Some of us are subscribing to income tax services in the hope of being up to date on interpretations, decisions, revisions, etc.; yet no certified public accountant would be warranted in giving an opinion upon an item unless the latest decision on the particular point was determined.

Socialized bookkeeping to me means acquainting the students with the principles and subjects they will use and find in modern business life—in office, store, factory, and personal affairs—as they actually are under our present competitive system or will be under social management. I am confident that every bookkeeping instructor who teaches bookkeeping from the point of view discussed above will be warranted in feeling that his students are prepared for their place in the socialized business program about which we hear so much, and may be certain that they may readily apply the principles learned in connection with the fairly complex problems of business to any other type of transaction.

A Great Future for Bookkeeping

The socialized business world of tomorrow offers bookkeeping instructors one of the greatest opportunities ever placed before any group. We have a subject of great educational and practical value as well as one of great social significance, use, and application. We have a rare, and unusual chance to present this combination of the social and the technical viewpoints (which are *complementary, not contradictory*). If we live up to this opportunity, we shall offer a course which will be taken by every high school student because, more than any other high school course, it will meet the demands placed upon him by social management.

In conclusion, let me quote the following from Nation's Business for July, 1934: "America is solvent and open for business today because millions of citizens kept books and kept their heads."

The Greatest Night School in the United States

By ROBERT FECHNER

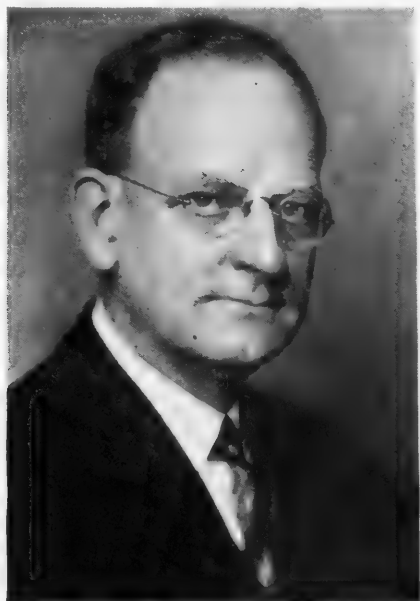
Director, Emergency Conservation Work, Washington, D. C.

THOUSANDS of young men who now spend their days wielding axe and mattock as enrolled members of the Civilian Conservation Corps are devoting their evenings to the pursuit of a better education. In hundreds of camps distributed throughout every section of the nation's forested domain, these men are studying such subjects as typewriting, shorthand, bookkeeping, and salesmanship. A few are attending accredited business schools after the day's work in the woods is completed. Others are taking correspondence courses. The great bulk of the enrollees, however, are picking up what they can by attending classes arranged for them in the recreation halls of the 1,468 forest camps.

These men, together with thousands of other men of the C. C. C., are taking advantage of the educational opportunities now offered the youngsters who enroll for six months of healthful outdoor work in the Civilian Conservation Corps. Reports reaching my office are to the effect that a substantial number of the 300,000 men who make up the enrolled personnel of the conservation corps devote



TYPING, A POPULAR SUBJECT



© Harris & Ewing
ROBERT FECHNER

some part of each week to bettering their education. While business subjects have been among the most popular, if not the most popular offered, large numbers of the enrollees are studying forestry, agriculture, college and high school courses, and elementary subjects. Collectively these men represent probably the greatest night school ever established in this country.

The primary aim of each of these men is to fit himself to become a self-sustaining member of society when he leaves the forest camps.

The Civilian Conservation Corps was authorized on March 31, 1933, by Act of Congress and was put into operation by the Emergency Conservation Work organization. It is composed of 250,000 men 18 to 25 years of age and approximately 28,125 war veterans and 25,000 experienced woodsmen. These 300,000 or so young men are living in 1,468 camps located in every state in the Union.

The camps are maintained and operated by officers of the United States Army, while the work carried on by the C. C. C. in the country's forests and parks is supervised by technical experts from the U. S. Forest Service, of the Department of Agriculture and the National Park Service of the Department of the Interior.

Early in the life of the C. C. C. instructions were forwarded to the commanding generals of the nine Corps Areas, into which the country has been divided by the War Department for Army administrative purposes, directing them to do all they could to encourage men to study educational subjects in which they were interested. As a result, the Corps Areas commanders made a study of the educational situation and took steps to provide such instruction as was practicable to give the men. In many camps an extensive educational program was arranged which gave the enrollees an opportunity to study a wide variety of subjects. Some camps utilized all of their officers and supervisory personnel as well as qualified enrollees for teaching purposes.

In some instances as many as twenty or twenty-five courses were taught in a single camp. A limited number of motion picture machines was introduced into the camps and arrangements made to show films of educational value. These films were prepared by the Forest Service of the Department of Agriculture and the National Park Service of the Interior Department and dealt principally with forestry and out-door subjects.

After the President had discussed the educational activities of the camps on several occasions with educational authorities and members of the Emergency Conservation Work organization, decision was reached last December to provide a more comprehensive and unified educational program for the C. C. C. A plan produced jointly by the Office of Education of the Department of the Interior and the War Department was approved by the President and put into effect early this year.

Educational Set-up

Briefly, the educational set-up consists of one Corps Area educational adviser for each of the nine Army Corps Areas and a camp adviser and one enrolled assistant for each of the camps. There is also an educational director in the office of the United States Commis-

sioner of Education. The corps area advisers and the camp advisers serve as civilian members, respectively, of the Corps Area and camp military staffs, but only in an advisory capacity. Responsibility for the success of the educational program rests on the Army personnel in charge of the camps.

C. S. Marsh, Educational Director

Early in January, C. S. Marsh, Dean of the Evening Session of Buffalo University, Buffalo, New York, was named educational director of the C. C. C. camps. Since that time he has been engaged in the work of selecting advisers, preparing general educational programs for recommendation to the War Department and keeping in touch with the progress of the educational program.

The task confronting the new camp educational advisers was an unusual one. Each of these men was given educational supervision over 200 young men who were living in barracks or tents, working hard in the forests and parks.

The job of the teacher was to gain the confidence of these men and to prove to them that the educational instruction he had to offer would be worth while. Many of the advisers have told in their reports how they met this problem.

Most of them live in the camps and mingle with the boys at every opportunity. Sometimes they accompany the men on their work projects. Often they talk to each of the men individually. As they become better acquainted, the men come to them voluntarily with their problems—Should they study electricity or automotive mechanics?—What are the possibilities of success in a business career?—From the knowledge of the men and their interests obtained by these various means, the camp educational adviser tries to shape an educational program to conform to the best interest of all.

Some of the advisers arrange for speakers to come to the camps to lecture or conduct classes. A number of advisers have made arrangements for the men to enroll in nearby schools. In some instances the whole program is carried on within the camp, with the assistance of the camp staff, including officers and technical personnel. Nearby library facilities are utilized in many instances. Most of them have organized special projects, like a camp newspaper, debate clubs, etc. All use every possible educational facility in the

camp which will give to every man the opportunity to study the subjects he considers worth while.

In one of the camps, one young man who had finished a commercial course in high school is improving his speed and form in typewriting and stenography by helping teach his fellow campers in these subjects after work hours.

Some of the C. C. C. enrollees who have had a previous occupation are learning new trades. Journalism is very popular as a subject, perhaps because it provides practical instruction in writing.

Duties of Educational Advisers

The various steps taken by the average educational adviser in getting his program started are outlined by Kenneth Holland, Educational Supervisor for the First Corps Area, as follows:

- "1. He acquaints himself with the Army and Forestry procedures in the camp.
- "2. He discovers the needs and interests of the enrollees by consultation with the Army and Forestry personnel and enrollees.
- "3. He provides instruction in the basic subjects, such as arithmetic, reading, writing and geography, in so far as such instruction is needed by the enrollees.
- "4. By vocational counseling and guidance, he assists the enrollees to find out what they are best qualified to do. He often obtains the assistance of qualified individuals in the vicinity of the camp who speak to the men on different trades and industries, and arrange trips to nearby factories, stores, etc., so that the enrollees may obtain first-hand information on different types of jobs.
- "5. He gives the enrollees such a training as is possible to fit them for the particular jobs which they have chosen. In every camp, enrollees may be taught the rudiments of a limited number of jobs, such as mechanics, radio repair, cooking, bookkeeping, typing and shorthand. Many of the camps send enrollees to nearby trade schools, where they study different trades and industries in the evenings.
- "6. He instructs the enrollees in *job-getting technique*, such as how to write letters of application, reply to advertisements, etc. He also obtains information on reliable federal, state and local employment bureaus for the men.
- "7. He teaches the men *job-keeping technique*.
- "8. He also assists the enrollee to develop interests and hobbies which will constructively occupy his leisure time."



SCHOOL BULLETIN BOARD AT CAMP ROOSEVELT

The Typewriting Artist

By MARGARET M. MCGINN

Head, Typewriting Department, Bay Path Institute, Springfield, Massachusetts



MARGARET M. MCGINN

ART in the abstract is nothing more than a product of the mind. In the concrete, it is the fulfilment of that concept, the working out of an idea after a definite plan. As an artist has his brushes, so the typist has his typewriter, and each in his own way must produce from imagination some definite object. The artist must take something animate or inanimate and reproduce it according to the rules of painting or sculpture, as the case may be. For the artistic typist, too, there are rules that must be followed in setting up a letter, centering a title, typing a paragraph, arranging a table of contents, or working out a simple border design.

When a student can take a picture or some other object and reproduce it on the typewriter so that it will give an impression of reality, that student understands his machine both technically and mechanically. Beauty in sculpture, painting, music, or typewriting are alike in one respect, their artistry must be appreciated by the observer.

Art in typewriting is an inspiration; it captures the student's interest and makes him

feel he is accomplishing something worth while. It is the doing of the thing that is important. Without work, inspiration is nothing. First, the student must select his subject; then map out his design and figure by the scale its placement on the paper. He must train himself to acquire the right proportion. If an original design is to be typed, he must first block out the design on graph paper in the same manner as a cross-stitch pattern so that he will know the exact number of spaces before attempting to work it out on the typewriter. The characters and letters used depend a great deal on the type of picture selected. I find the letter "m" makes a more compact picture and is the most satisfactory letter to use.

"Shading," which is used to emphasize parts of the design, is done by the touch. From the beginning, much care and attention should be given to evenness of stroking and to individual finger action. The different parts of the picture should be "keyed" so the student will know how much and just what to



MISS MCGINN'S STUDENT, JANE E. TARLETON, TYPING DESIGN SHOWN ON NEXT PAGE



MADE ON THE TYPEWRITER BY JANE E. TARLETON AT BAY PATH INSTITUTE, SPRINGFIELD

emphasize. In reproducing the picture shown above, we found it best to use different characters to bring out the desired effect.

Spacing must also be taken into consideration. The half-space, which is made possi-

ble by the half-space ratchet or the variable line spacer, is the most satisfactory.

So typewriting design work makes the typist think, it makes him work, it makes of him a builder of ideas. Therein lies its value.

The Typewriting Artist Abroad

VERY, very many typewriter designs, some elaborate, some less elaborate, have come to us from schools all over the world, evidence of the extent to which the idea of art in typewriting has fired the imagination of teacher and student.

Much of the work of this kind so far received by us has been done by the Latin races in Cuba and in Central and South America, where the artistic temperament of the people more readily find expression even through so utilitarian a medium as the typewriter.

Space does not permit a long list of the designs submitted, so we have made a random selection of the following:

Bandera Cubana (Cuban Flag), from Our Lady of the Rosary Academy, Cienfuegos, Cuba, executed by Regina Trujille Hernandez.

Escudo Cubano (Cuban Coat of Arms), from Our Lady of the Rosary Academy, Cienfuegos, Cuba, executed by Silvia Cardona y Castiñeira.

Peacock, from Centro Educacional de Comercio, Managua, Nicaragua, executed by Julio Solórzano.

Boar Hunt, from Centro Educacional de Comercio, Managua, Nicaragua, executed by Mercedes Carrion C.

Burrero que Lleva su Burro al Mercado, from Colegio "Tamaulipas," Tampico, Mexico, executed by Celestia Montemayor.

Real Values of Life--

A TEACHER is one who has liberty enough, and time enough, and head enough, and heart enough, and courage enough to be a Master in the Kingdom of Living.—*Thwing*.

THE head rarely finds occasion to take the heart to task for obeying its impulses. But the heart, in some of us, must of necessity reproach the head a hundred times a day.—*Tee Eff*.

ONCE for my own amusement I reduced making good to an algebraic equation. The result is as follows:

Ability — Opportunity = Disappointment

Opportunity — Ability = Failure

No Ability + No Opportunity = Stagnation

Ability + Opportunity = Success.—*Roger W. Babson*.

IS there anything in the whole world half so good as being straight, right, and four-square, able to work hard, earn an honest living, look everybody in the face, and not be afraid of anybody or anything?

—*John Wanamaker*.

There are loyal hearts, there are spirits brave,
There are souls that are pure and true;
Then give to the world the *best you have*
And the best will come back to you.

Give love, and love to your life will flow,
A strength in your utmost need;
Have faith, and a score of hearts will show
Their faith in your word and deed.

Give truth and your gift will be paid in kind,
And honor will honor meet.
And a smile that is sweet will surely find
A smile that is just as sweet.

For life is the mirror of king and slave,
'Tis just what we are and do;
Then give to the world the *best you have*,
And the best will come back to you.

—*M. S. Bridges*.

Don't look after trouble, but look for success.
You'll get what you look for, don't look for distress.
If you see but your shadow, remember, I pray,
The sun is still shining—you are in the way.

Don't grumble, don't bluster, don't dream, don't shirk.
Don't think of your worries, but attend to your work.
The worries will vanish, your work will be done,
No one sees his shadow who faces the sun.

—*Author not known*.

These selections were chosen by E. Lillian Hutchinson.

Shortcutting the Mazes of the Law

By GEORGE B. HURFF, Jr.

The American Law Institute, Philadelphia, Pennsylvania

Forty-nine independent juridical systems handing down thirty thousand decisions annually! A lawyer, devoting all his working hours to reading these decisions, could not keep abreast of the current output, much less understand and utilize it. An impossible condition confronted law instructors. Something had to be done to eliminate the differences, the contradictions, and general confusion that existed. In the following article, Mr. Hurff describes the gigantic task which Elihu Root, George W. Wickersham, and other leaders of the legal profession have undertaken in unifying our common law.

WHEN that convenient common denominator of humanity, the man in the street, thinks about law and lawyers, he is apt to call to mind the latest sensational criminal case featured in his daily paper. The details concerning some act of violence make more exciting reading than such dull matters as whether or not an interim certificate is a negotiable instrument or whether a legal wrong has been committed when an automobile, driven by a person who has been seized by a heart attack, leaves the highway and crashes through a privet hedge surrounding the grounds of some residence.

Crimes and criminals furnish good newspaper copy, but they concern only a small segment of the whole field of the law. While it is most desirable that we live in an orderly and peaceful society where violence is at a minimum, the problems involved in achieving this are not so much those of the content of the law as its enforcement. There is also a vast body of law which intimately affects all of us but rarely presents circumstances furnishing interesting stories for the newspaper reader. This law governs every business transaction, whether it be a fifty-million-dollar bond issue or the purchase of a suit of clothes; it governs the operation of the family motor car and the leasing of a residence; in brief, it governs all our rights and obligations in relations with other people and with property. Although we may be fortunate enough to pass our lives without being involved in litigation, nevertheless these legal rules have limited the extent of our rights and imposed obligations on us in a way that commonly is fully revealed and understood only when we have had to test them in court. It is equally important to us all that our rules of law be so formula-

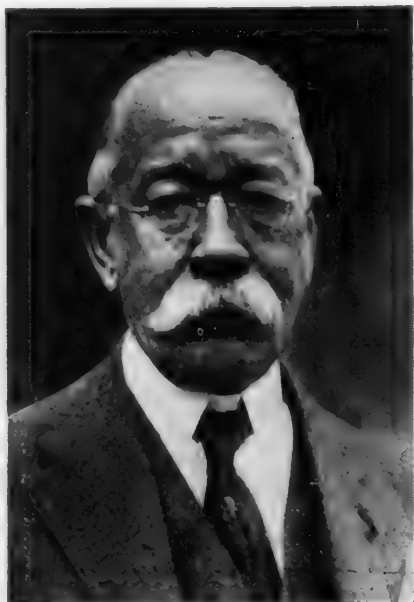
ted as to fit the facts of our day and age and that they be reasonably clear and certain. With the help of a competent legal adviser, one ought to be able to know in advance precisely what legal rights and liabilities may be expected from a contemplated transaction. This much is needed, whether the transaction involves a marriage, a will, a bond issue, or the purchase of a motor car on the instalment plan.

Because of a feeling that there was a danger of the law's losing its adaptability to modern conditions, because of a vital need for improvement in clarity and definiteness, the American Law Institute came into being. Something of the purposes of this organization and the work it is doing, will be described here, but it is first necessary to understand how the need for such a project originated.

What makes up our body of law? A part of it is the product of the several legislative bodies of the country, Congress, state legislatures, city councils. It has been estimated that there are about two million statutes and ordinances now on the books in the United States. Of course, no single community is subject to this mass of regulation; city ordinances are local in their application and the authority of the state legislature stops at the state line.

Genesis of the Common Law

Despite their formidable number, this mass of statutes forms only a small portion of our law. Most of the rules setting limits to our everyday, social conduct are those of the common law. To anyone unversed in law this term means little, although the underlying idea



© Underwood
GEORGE W. WICKERSHAM

is a simple one. The common law is the cumulative product of the decisions of courts through many centuries in settling disputes between people bringing cases before judges for determination. An early example may be illuminating. Late one night, in the year 1347, a tired and thirsty wayfarer named W. de S. came to an inn and pounded upon the door for admission. The wife of mine host thrust her head from a window above and inquired the visitor's identity and his wants. Impatient of the delay, the choleric W. de S. made a pass at the good woman with his hatchet. While this act may indicate that the decline of chivalry was even then setting in, we are interested here in the question whether this was a legal wrong to her. The court decided that it was when the matter came before the judge. Although the lady was not struck with the hatchet, she was put in fear of a blow and that was held to be a sufficient ground to give her damages.

This is the first case on the books on the subject of assault. How then did the judge arrive at the conclusion that this woman ought to have damages? No statute so declared and no court had previously so stated. Doubtless he believed that the public interest in maintaining the peace of society, fairness to the frightened woman, and a desire to deter such impatient night roamers, formed a collective basis to hold that an action would lie. Various elements combined to shape this conclusion.

The general custom and sentiment of the community played an important part, as did also the judge's notion of morals and what he believed good public policy. As a human being, the judge could not escape from the influence of his own likes and dislikes. His own personality entered, no matter how impersonal he strove to be.

Having once decided the question, the court would naturally follow the same ruling when it came up again. If a case arose not quite the same, but having some features in common, the court would have to decide whether the common elements were predominant, so that the earlier case should be followed, or whether the distinguishing elements were so strong that a different conclusion should be reached.

This process results in the building up of a body of law. Similarly, all sorts of questions are being dealt with. Problems involving land ownership are being disputed and the resulting decisions provide a series of rules on real property. Transactions in chattels build up the law of contracts and sales. This is the common law. Some of its roots run back through the centuries into early English history, but in its applications it develops and alters to fit our increasingly complex social and economic relations.

Court an Agency for Settling Disputes

A court is primarily an agency for settling disputes. To decide a dispute, two operations are necessary. One is to find out just what the facts are. The other is to decide what, on the basis of those facts, the solution ought to be. This is a process not confined to law and to courts; it takes place in scores of playing-fields and homes every day.

When Patty comes to her mother in tears and says Jimmy hit her, and Jimmy, while admitting that he did hit her, maintains that Patty first kicked him, the mother necessarily becomes a kind of private court of domestic relations. If she is patient and just, her first act is to seek the facts; then upon the facts to decide the dispute. And, as anyone who has tried it well knows, the facts must often be traced to the original provocation. When a decision has been reached and chiding or punishment meted out, it is not at all uncommon to find the two small disputants both highly dissatisfied with the state of the law.

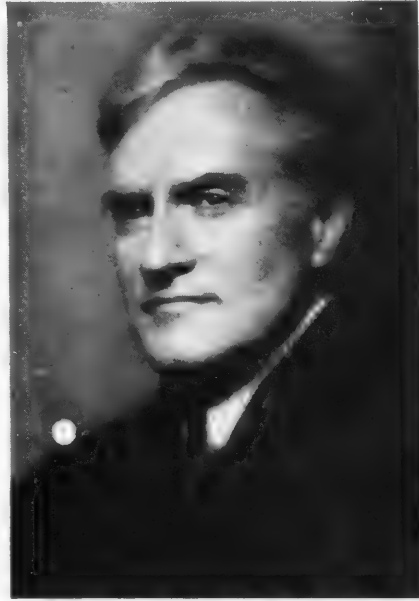
The schoolroom presents similar disputes every day. Generally the right answer to the problem to be settled is not difficult to reach

if the facts can be accurately determined. A baseball game furnishes a familiar example of this. If the runner who has hit the pitched ball reaches first base before the ball thrown by the shortstop to the first baseman gets there, nobody would deny that he is safe. The rules so state. But whether, in a given instance, ball or runner won the race may be the subject of heated dispute. The umpire attempts to learn the facts, then applies the rule to give his decision. The procedure of parent, teacher, or umpire is similar, in its elements, to the method of the courts in settling controversies.

Once having considered a question and made a decision upon its merits, the court is fairly certain to follow that decision when a similar case comes up. There are several excellent reasons for this. First, the common practice of human beings, once a path has been opened, is to follow it and thus establish an almost mechanical routine. Judges, in following carefully tested precedents, are doing in a specific situation only what we all do in general. A great psychologist once observed that very little of the world's business would ever get done if we were unable to establish habits. Think what time would be wasted if we all had to reason our way anew through such simple operations as tying a shoe lace or a necktie. The establishment of habit patterns to deal with recurrent situations is the necessary condition of gaining time to deal with new problems. Moreover, courts must follow their own decisions pretty closely if they are to maintain a reputation for fairness, which is very necessary if they are to fulfill their social function. Again, courts must adhere to what they have decided because the conduct of the general public in its everyday personal and business affairs is guided by what the courts have decided. When a judge makes a decision, that decision and, in lesser degree, the reasons given for it, become a part of the law and part of the professional knowledge of lawyers. Thus in the course of years, through the cumulative decisions of courts, the common law of England and the United States has been built up.

Origins of Our System in England

This process of development in our judge-made law has been going on for centuries. Our system has its origins in England, running back to the custom developed by the circuit judges of the King's courts in the Twelfth



© Pirie MacDonald

BENJAMIN N. CARDOZO

Century and beyond. It was shaped, step by step, by decisions of English judges. In some degree it has been influenced by continental and Roman law, but it is largely a native product. American judges started with the body of rules and opinion built up in England. They adopted what they considered suitable here and worked out such changes and additions as they thought appropriate.

But the course of our legal evolution has not been so smooth as in England. When the highest court of England, the House of Lords, declares a rule of law, acceptance of that rule is compulsory upon all English courts. In the United States we have forty-eight systems of state courts, which in matters of law governing everyday conduct are almost completely independent of the courts of other states. Coexistent with the courts of the states is the system of Federal courts, headed by the United States Supreme Court. But only in a quite limited group of cases has that august body any authority to deal with problems brought from state courts. Specifically, a state court is subject to correction only when the case decided there involves a right secured by the Constitution of the United States or a Federal statute or treaty.

Thus, nothing can prevent the Supreme Court of Illinois from declaring one rule to be the law with respect to liabilities resulting from an automobile collision, and the court of its neighboring state, Indiana, from declaring



© V. Lariosa

GEORGE WELWOOD MURRAY

a squarely opposite conclusion, with Iowa, perhaps, taking a position midway between the two. The actual situation, of course, is not so bad as might be theoretically conceived. Courts do not find themselves differing on all matters. In many categories of the law, a virtual unanimity of opinion exists. Nevertheless, differences and contradictions are inevitable when forty-nine independent juridical systems are all engaged upon similar tasks.

A further element of confusion arises from the prolific operations of our courts, whence a vast number of new decisions are reported each year. These have been estimated to number some thirty thousand annually. The number of *reported* cases does not, of course, include all cases tried; out of the vastly greater number tried, only those are reported that have been appealed to courts of review and an opinion rendered after hearing argument and submitting briefs. Nevertheless, such a prodigious mass of reports exists that a lawyer who devoted all his working hours to reading them could not keep abreast of the current output, much less understand and utilize it.

Restatement of Common Law Aim of Institute

The inescapable result of these circumstances has been uncertainty, contradiction, and confusion. This has meant hardship for lawyers and judges and concomitantly it has

weighed even more heavily upon their clients, the general public. Considerations of this kind were uppermost in the minds of some of the reflective leaders of the legal profession when they met in 1923 and established the American Law Institute, a body whose stated purpose is the improvement of the law.

The American Law Institute is engaged upon a restatement of the common law. As this term is not self-explanatory a brief indication of the method of procedure may give a little insight. A certain field of the law is selected, Contracts, for example. A legal scholar, an expert in Contracts, is chosen and given the title of Reporter. Assisted by a group of advisers, also experts in Contracts, he works out a statement of the principles of the law of Contracts, based upon the decisions of all our courts. Where judges have failed to agree, a choice must be made and the law stated in accordance with what is considered the more modern and desirable view. The statement thus produced is worked over again and again with critical and painstaking care. The restatements must be correct in substance, and clear and comprehensible in expression. Frequently, four or five conferences are held over one portion of the restatement of one subject even before it is sent to the general body of the Institute for discussion. Tentative drafts are sent to State Bar Associations for consideration and criticism by special committees of their membership. When finally published in official form, the given restatement is a well-seasoned and truly cooperative product.

Notable Roster of the Institute

Linked with the work of the Institute are some of the most distinguished men in the legal profession. Elihu Root has been its Honorary President from the beginning and his interest and judgment have been invaluable to its work. George W. Wickersham has carried the heavy burdens of the presidency since the establishment of the Institute. The two vice presidents are former Senator George Wharton Pepper, of Philadelphia, and James Byrne, of New York. The Director of the enterprise is William Draper Lewis, Philadelphia lawyer and public-spirited citizen, and formerly dean of the Law School of the University of Pennsylvania. Dean Harper F. Goodrich, of the Law School of the University of Pennsylvania, is the Institute's adviser on Professional Relations.

Among the membership of the Council, which is the governing board of the Institute, are Justices Benjamin N. Cardozo and Owen J. Roberts, of the United States Supreme Court; John W. Davis, presidential nominee in 1920; Newton D. Baker, Secretary of War in the Wilson Cabinet; and Atlee Pomerene, government counsel in the famous oil litigation.

Judges of the highest courts in four of our states are members: Rosseau A. Burch, of Kansas; Emmett N. Parker, of Washington; Marvin B. Rosenberry, of Wisconsin, and Arthur P. Rugg, of Massachusetts. Former Attorney-General William D. Mitchell, Judges Learned Hand, Joseph C. Hutcheson, Jr., of the Federal Circuit Court of Appeals, and Federal District Court Justices William I. Grubb, of Alabama, and Arthur J. Tuttle, of Michigan, are members; also Dean Orrin K. McMurray, of the University of California Law School, and former Supreme Court Justice Frederick F. Faville, of Iowa.

The membership likewise includes men high in the practice of the profession in their several states: George E. Alter, of Pennsylvania; Robert C. Dodge, of Massachusetts; William Browne Hale, of Illinois; William V. Hodges, of Colorado; Charles McHenry Howard, of Maryland; Daniel N. Kirby, of Missouri; Monte M. Lemann, of Louisiana; Henry Upson Sims, of Alabama; Edgar Bronson Tolman, of Chicago; George Welwood Murray, Victor Morawetz, Thomas I. Parkinson and Elihu Root, Jr., all of New York.

The general membership, numbering some seven hundred, is a distinguished body which includes many of the best men on the bench and at the bar from every state in the country. Judges, practicing lawyers, and teachers of law have been drawn together in this undertaking. Because the law teacher's occupation, training, and experience render him peculiarly well fitted for this kind of work, the actual preparation of the several restatements is, in each case, done by a member of the faculty of a law school. That the contributions of the judges and the practicing lawyers follow the work of the Reporter does not subordinate their importance.

A Task of Many Years

The Restatement of the Law of Contracts, an immense subject, was prepared by Professor Samuel Williston, of Harvard. It was published in 1932.



© Harris & Ewing

WILLIAM DRAPER LEWIS

The Restatement of Agency, published in 1933, was undertaken by Professor Floyd R. Mechem, of the University of Chicago, who died in 1928. Professor Warren A. Seavey, of Harvard, was then appointed Reporter and completed the work.

Professor Joseph H. Beale, also of Harvard, is working in Conflict of Laws, which is scheduled for publication in the fall of 1934. This subject deals with such matters as the recovery of a claim in one state when the facts on which the claim is based arose in another state.

The Restatement of Torts is being prepared by Professor Francis H. Bohlen, of the University of Pennsylvania. Torts, the legal equivalent of "wrongs," stretches through a prodigious field, dealing with such material as assault and battery, actions based on negligence, libel and slander, including less known topics such as unfair trade practices and protection of economic interests. The Institute will publish next winter the first two volumes of the Restatement of Torts, one dealing with Intentional Wrongs and the other with Negligence.

Professor Austin W. Scott, of Harvard, is working in the Law of Trusts and Professor Richard Powell, of Columbia, is preparing the Restatement of Property.

Before being issued by the Institute, every restatement must not only satisfy the Reporter and his advisers, but must also meet

the exacting inspection and criticism of the lawyers and judges making up the Institute. As mentioned before, the Institute has also the benefit of the advice and criticism of Bar Association committees in many states.

The field of law is a large one and the completion of this enterprise is the task of many years. Only a few subjects have been undertaken to date. Throughout its work the Institute has been financed by the generosity of the Carnegie Corporation.

Model Code of Criminal Procedure

The Institute has added to its work in the common law only one enterprise in the field of statutory or legislative law: this is the Model Code of Criminal Procedure. It is necessary here to distinguish clearly between the purpose of the restatement of the common law, which is to give lawyers and judges an authoritative statement of the body of existing law, and the purpose of the code of criminal procedure, which is to provide state legislatures with a model in framing statutes. The restatements are not designed for enactment into legislative law and, in a very real sense, they would miss their purpose if so enacted. The Model Code, on the other hand, must be adopted and incorporated into statute law if it is to accomplish anything whatsoever. As the result of public dissatisfaction with the administration of criminal law, the Institute was requested by the American Bar Association to formulate a model code of criminal procedure. This task was undertaken in 1925 with Professors William E. Mikell and Edwin R. Keedy, of the University of Pennsylvania, as Reporters. The Code was completed and approved by the Institute in 1930. Since then many states have adopted various sections of it by making them a part of their legislative law. The preparation of the Code was made possible by grants from the Laura Spelman Rockefeller Foundation.

With the exception of the Code, the work of the Institute lies outside the province of statutory law. The purpose of the Institute is to formulate such a clear restatement of our common law of judicial precedents that judges and lawyers will accept its work as expressing the existing law, without searching back through the myriads of decisions on which the rule is based. The restatements must make their way upon their merits. There is no coercive authority, governmental or otherwise, to compel adoption. No legislature is asked to give the restatements force of law by its

fiat. It is not desired to crystallize the law into statutory form, but to leave it as a living, social instrument, free to grow and change form in keeping with our social and economic patterns. If the objection is raised that the restatement itself acts to congeal the law, the answer is that this is a misapprehension of the nature of the work. The restatements are statements of the *present* law, the law now operative, stripped of confusion and uncertainty. They are not designed, nor is there any reason to believe they will be used, to put the future into a straitjacket.

The restatements are being cited by judges and lawyers throughout the country as authoritative statements of the law. The Institute has recently compiled a lengthy list of such citations, a list which grows at an increasing rate. References to the restatements are frequent in current legal journals and discussion devoted to them occupies a prominent place on the programs of numerous bar association meetings.

While its work must necessarily be done largely by lawyers, the Institute merits the best wishes of all those of the general public who do not despair of social amelioration. The value of its work is not directly apparent to those outside the legal profession, but it makes itself felt in many ways. If a citizen goes to a lawyer with a given problem, his lawyer may turn to one of the restatements and give him an opinion in a few minutes, which, but for the restatement, might have required many tedious hours of search among the law reports. Obviously, the client's bill will be materially smaller. Again, when engaged in actual litigation, a client will discover that the extent of his rights and obligations has been clearly defined by the restatements, thus relieving him of fear of a random outcome. A reliance upon the restatements will mean a substantial shortening of the time of court and counsel, and a consequent reduction of counsel fees and court expenses.

In the beginning a social venture, created and sustained only by the strength of purpose of its founders, the Institute is now firmly established as a great and truly cooperative social enterprise. In its onward sweep obstacles may arise but they cannot check its impetus. The Institute now has so many proofs of the validity of its purposes and such substantial evidence of its success that its continued progress in the improvement of the law is assured.

Business Wonders of North America

This year, the cover views of the BUSINESS EDUCATION WORLD will portray ten business wonders of North America. We start the series with Rockefeller Center, "the city within a city." Next month, Air Transportation. There is still time for our readers to send in nominations for other Business Wonders to be included in this series. Mail your suggestions to the Editor.

The Saga of Rockefeller Center

As Told by MERLE CROWELL

Director of Public Relations, Rockefeller Center, Inc.

IN the heart of New York City, the world's greatest metropolis, the dream of broad-
visioned men is rapidly being realized in the Rockefeller Center development. So stupendous is the project that even superlative terms become inadequate!

Actually, Rockefeller Center is the outgrowth of a plan conceived several years ago by a number of persons interested in the future of Grand Opera in New York. This plan called for the acquisition of a sizable tract of land, representing the central portion of the Columbia University holdings between Fifth and Sixth Avenues, from Forty-eighth to Fifty-first Streets, on which an opera house could be built amid suitable surroundings. Approached with a request that he share in the enterprise, John D. Rockefeller, Jr., agreed to do all that he could to make the plan a success.

With a picture in mind of the beautiful Paris Opera House, the Louvre, the Tuilleries Gardens, and the Place de la Concorde, there was at first a general belief that the development would follow somewhat similar lines. Wholly admirable as are these distinguished examples of architecture and landscape gardening, there were three controlling factors which made it impossible to reproduce or even simulate them in the center of America's greatest and busiest city. First, any development, however beautiful, would be out of place and might even become a monument to the folly of those responsible for it if it were not in harmony with and appropriate to its environment. Again, any development planned for such an area must serve efficiently the purposes for which it was created. Finally, the development would have to promise a reasonable return on the investment behind it,

for a business enterprise unable to stand on its own financial feet would deserve scant respect.

The plan originally pursued called for the erection of the opera house in the center block and business buildings on the larger part of the land not occupied by the opera house and an open plaza in front of it. Technical and legal difficulties, however, made it necessary to abandon this plan. In the meantime, the holding company organized by Mr. Rockefeller had arranged for a long-term lease of the Columbia University holdings and had agreed to develop the property. This development called for the razing of several hundred old buildings and the erection, in their place, of modern structures each of which would be a part of a unified architectural plan. So the plan went ahead without the opera.

From the ashes of the original conception rose, Phoenix-like, the new enterprise—Rockefeller Center—the magnitude of which taxes even the most vivid imagination.

Unhampered by the limitations usually imposed through fixed boundaries of city building plots, which require most urban structures to be built "from the outside in," the architects and builders were here to have the rare opportunity of building "from the inside out." With the restriction of circumscribed ground area thus removed, the interior of each building could be planned in dimensions best suited to the kind of business and entertainment it was intended to house. A maximum of sunlight and air for offices, freedom from noise, ease of inter-office communication, proper placement of mechanical equipment, and many other features necessary for the smooth transaction of business could be provided.

Such were the circumstances and the opportunities back of the building of Rockefeller Center.

Out of the joint efforts of those who planned and those who built, six of the twelve contemplated structures have arisen. These include the 70-story RCA Building, the British Empire Building, La Maison Francaise, the 31-story RKO Building, the Radio City Music Hall, and the Center Theater. Rated on the basis of floor area, these buildings constitute approximately 65 per cent of the total estimated construction, which will eventually cover twelve acres in what is not only the geographical but also the fixed business center of a metropolitan area in which the interests of more than eleven million persons are concentrated.

British, French, and Italian Buildings

The British Empire Building on the north side of the Promenade, which, to many, is the most convenient entrance to all the buildings of the development, is dedicated to the commerce, industry, and art of the British Empire. It is restricted in its tenancy to British individuals and companies, or to the American representatives of British companies handling British Empire products. It flies the British flag and is staffed largely by British veterans of the World War. With its touches of modernity, harmonized with the best British traditions, there is much that is a delight to the artistic sense, though we mention specifically only the distinctively English garden on the roof terrace and six reflecting pools, banked with yew hedges, extending the length of the Esplanade which leads westward from Fifth Avenue to the sunken Plaza.

Across the Promenade, on the south side, is La Maison Francaise, characterized as a "bit of France in the heart of New York City." Like its neighbor on the north, it is dedicated to the commerce, industry, and art of another great European nation—France. La Maison Francaise flies the French flag and is staffed chiefly by French veterans of the World War. The French government gives its active support to this building, and here are to be found the French government officials in New York City.

On June 18 of this year, the foundations for another large unit of three buildings were laid down in the east end of the block fronting on Fifth Avenue between Fiftieth and Fifty-first Streets. This group consists of two

buildings, following the general dimensions of the British and French buildings, connected with a 38-story office building. The Palazzo d'Italia will be in this group and in it will be concentrated interests dedicated to the commerce, industry, and art of Italy. When completed, these structures will bring the total construction up to about 75 per cent of the whole.

Center, Fundamentally Commercial

Rockefeller Center, with its office buildings, its shops, its radio-broadcasting studios, its theaters, its sunken Plaza, and its landscaping, is fundamentally a commercial development. From the standpoint of a creation in steel and stone, it embraces everything that inventive science has contributed to the building art. In the six structures completed, it comprises the largest office building in the world, the largest theater, the largest broadcasting studios, the fastest elevators, the largest air-conditioning plant, the greatest concentration of contemporary art. Its sculptures and its murals strike a new note in building decoration for a business center. Its scheme of landscape gardening, combined with a lavish use of valuable ground area, has set up standards that may well serve for generations to come. Its amalgamation of offices, shops, and amusements, wherein no one is subordinated to another, is an example of planning that has engaged the interests of the world's greatest architects.

Will House 200,000 People

Its total potential population is estimated at approximately 200,000 people daily. Its tenants will look out through 28,000 windows, walk through 10,000 doors, ride on 185 elevators. Twenty thousand radiators will consume an estimated 360,000 pounds of steam annually. Electricity furnished will be based on an annual consumption of 32,000,000 kilowatt hours. The development will have a total of 4,000,000 square feet of floor space. So does superlative follow closely upon superlative!

To carry on the work of a development of the magnitude of Rockefeller Center, a large and well-organized staff is required. In addition to the executive, architectural, operating, engineering, legal, accounting, renting, and publicity staffs, there are specialists in exterior and interior decoration, air-conditioning and landscaping. The actual personnel

is variable, depending upon the status of the construction progress.

To function properly, recourse is had to practically every device known in the field of modern office equipment. Typewriters, with carriages of various widths, up to 36 inches, calculating machines, duplicating machines, check writers, steel files, all play their part in the various offices. In the Public Relations Department alone, besides typewriters, there are more than a dozen different business machines in constant use, including addressing, duplicating, stamping, stapling, sealing, automatic numbering, stencil-cutting and adding machines. With their aid a maximum of work is accomplished in a minimum of time.

In addition to its purely mechanical work, the Department of Public Relations is charged with the responsibility of disseminating correct infor-

mation to the public about building progress and the thousand and one other items that go to make up the saga of Rockefeller Center of which only a mere inkling is possible in this brief article.

Rockefeller Center is a permanent Century of Progress in art, industry, and recreation. It is in close proximity to one of the city's choicest residential sections and is also within easy reach of the most exclusive dwellings, apartment houses, hotels, and clubs. The theatrical district joins it on the west.

A center of great interest for a casual visit, a guided tour, an entire day of recreation and amusement, Rockefeller Center is truly called "the city within a city."



Photo by Wurts Bros.

THE TOWERING RCA BUILDING IN ROCKEFELLER CENTER

A striking photograph of New York's newest skyscraper. It occupies more than half of the central block of the new development, between 49th and 50th Streets and Fifth and Sixth Avenues, and rises to a height of 850 feet. In point of gross floor area, it is the largest office building in the world. Another view of this building is shown on the cover.

The Sun Dial

News From Rockefeller Center.

("Rockefeller Center, otherwise known as Radio City, is out of the red and eighty per cent rented.")—News item.)

* * *

The Sun Dial sent Elmer Twitchell up to verify this report and secure additional information today. No word had been received from him at the office ten hours later, and it is evident he has been lost somewhere in the vast expanse of corridors.

* * *

Police and detectives notified of his disappearance hurried to Rockefeller Center, but obtained no information other than that a man resembling Mr. Twitchell, carrying a banner with the strange device "Excelsior!" was seen trying to find the right elevator shortly after 9 A. M.

* * *

"Of what importance is it that anybody was seen trying to find the right elevator unless it is known that he was in the right building?" we asked.

"None," admitted a Scotland Yard man named Fergus. "And even when we find that he was in the right building the big job would still be ahead of us. We would have to prove he was in the right entrance."

* * *

The editor of the Sun Dial secured the service of the famous explorer, Captain Stanley, at noon, equipped him without regard for expense and sent him to Radio City with the simple directions:

FIND ELMER TWITCHELL!

* * *

Captain Stanley plunged into the West Fifties immediately with the promise he would not come out until he had found Elmer if it took years of continuous exploration.

* * *

"Naturally it will be a long quest," said Stanley, "if only for the fact that any explorer in these strange regions constantly finds himself in some theater, music hall, hanging garden, dress shop, arcade or sunken plaza by mistake. I wouldn't be surprised if Twitchell, confused by the many entrances and exits, had become swallowed up in a Roxy chorus."

Bulletins. From Stanley.

3 P.M.—Reached main office building by dead reckoning. Asked to be directed to Mr. Rockefeller. Doorman said he was sorry but Mr. Rockefeller had been lost somewhere in Rockefeller Center for more than a year. Have determined to find both Rockefeller and Twitchell.

3:45 P.M.—Commandeered Elevator No. 56 — Express-Twentieth-to-Sixtieth-floor, on rumor Twitchell footprints had been found on outskirts of Radio City at height of 7,000 feet. Changed elevators fourteen times in pressing search, but something went wrong and found myself back on main floor on same elevator.

4:10 P.M.—Correct 3:45 bulletin. My mistake. I am in the same elevator but in a different building much farther north.

5 P.M.—Correct 4:10 bulletin. Find I am in the same building but in two different elevators, one tall and one short.

5:30 P.M.—There has been a terrible mistake. Compass, charts and road maps indicate I am not in Radio City at all. Went into arcade for a drink of water and came up east of Bear Mountain.

6 P.M.—Mistake most fortunate. Have just found Twitchell and Rockefeller at hot-dog stand near Bear Mountain Park. Both insist they merely took wrong elevators and do not realize where they are. Shall I tell them?

Reprinted from The New York Sun, August 2, 1934.

Some Snares and Delusions in the Junior Business Course

By J. L. HOLTSCLOW

Supervising Principal Commercial Education, Detroit, Michigan

THE junior high school is the youngest of our institutions for public education. It is a concrete expression of the American ideal that a high school education represents about the minimum preparation for citizenship conducive to national welfare. Its most important purpose is to serve as a sort of bridge that makes it easier for boys and girls to travel the path of adjustment and transition from childhood to adolescence—from grade school to high school. It has many other special aims and purposes, but that one is fundamental and universal. Its curriculum, its administration, and its whole educational philosophy must contribute to the accomplishment of that one purpose above all others.

When the junior high school was organized and christened with a name of its own, it merely took over the time formerly allotted to the last two years of the grade-school course and to the first year of the high-school course. It did not lengthen our program of ideal minimum education at all, but it was dignified with a special name of its own, and it immediately set about to justify itself as a special unit in our public school system by specializing in various ways.

It was departmentalized just like its big sister, the high school, and there were special departments for mathematics, English, science, language, etc., and, of course, for commerce or business. That was specialization in organization, and its purpose was to accustom boys and girls at a younger age to something they would encounter during the rest of their educational careers but which they had not experienced in the first six grades of their school life. There were curriculum adjustments, too, but at first these consisted largely of pushing subjects downward, on to lower grade levels. For example, algebra, which had always been a ninth-grade subject, was pushed down to the eighth grade and in many cases even to the seventh grade. In like manner, both ancient and modern languages, which had always

been high school subjects, were introduced in eighth-grade classes and sometimes in seventh-grade classes.

At first, the content of the various junior high school subjects was nothing more and nothing less than it had been under the old 8-4 plan. For example, the content of junior high school mathematics consisted of some seventh- and eighth-grade arithmetic, some first-year high school algebra, and perhaps a little geometry. The science course was a little chemistry, a little biology, a little physics, a little geology, and so on. The textbooks, if they were specially prepared at all, were made with paste pot and scissors—snipping a few pages from one book, a few from another, and so on, and binding them in one volume instead of in two or three.

New Texts Had to Be Written

That didn't work because it didn't contribute to the accomplishment of the specialized aims and purposes of the junior high school. And so gradually, but with gratifying promptness, specialized textbooks were prepared that contributed to, instead of hindered, the attainment of junior high school aims. We had general mathematics texts, general science texts, social science texts, and others, all especially designed to achieve the specific aims of the junior high school.

Strange to say, certain business subjects had been offered in the seventh and eighth grades of the public schools long before the junior high school came into existence as a distinctive educational institution. Bookkeeping was a particularly popular eighth-grade subject in many public school systems, and was taught to thousands of seventh- and eighth-grade students each year. I know one schoolbook publisher whose business prospered greatly because his bookkeeping materials were extensively used on this grade level, where pupils are vastly more numerous than in high



J. L. HOLTSCLAW

schools and business colleges. So you see business education on the junior high school level is older than the junior high school itself.

A Weak Spot in a Sound Plan

Unfortunately for the cause of business education, little or no attempt was made to adapt the content of commercial subjects to the special needs of the junior high school until long after other subjects had been so adapted. Bookkeeping continued to be taught as such, and so did typewriting and shorthand. The same textbooks that were used in high school courses, the purpose of which was to train bookkeepers and stenographers, were used in seventh- and eighth-grade classes. Of course, it didn't work. How could it? The twelve- or thirteen-year-old junior high school youngster is no more capable of using a textbook intended for him five or six years later than the six-year-old child in the first grade is capable of working a problem involving the division of decimal fractions.

The natural result was that many school administrators concluded that business courses had no place in the junior high school. In many places, the business course was eliminated and in others it came to be used as a dumping ground for weaklings and undesirables. Perhaps that explains why typewriting continued to be offered in many junior high schools. Tapping the keys of a typewriter is

busy work; it fascinates boys and girls regardless of I. Q.'s and varying native ability. For that very reason, the typewriting classroom was regarded by many school administrators an ideal site for a dump heap. In some cases, of course, the very substantial personal value of typing skill was recognized.

A New Business Subject Appears

Employment conditions during and immediately after the World War probably gave impetus to the first development of a new type of content of a business subject that was thought to be in accordance with the special needs of junior high school pupils. At that time, almost any youngster of fourteen or fifteen years of age could get a job—perhaps not as a stenographer or a bookkeeper, but as a clerk of some kind, and “clerk” meant almost anything from errand boy up and down the occupational ladder, but usually down. For the first time, a specialized content was developed that presumably would contribute something to the preparation of boys and girls for these miscellaneous petty clerical jobs.

The new subject was christened Junior Business *Training*. Note especially that word *training*. It signified the aims and outcomes of the new subject, which were wholly vocational. It was a *job-training* subject. Its content was largely precise practice, which consisted of filling in a variety of common business forms. It should have been called “Petty Clerical Practice.” In one sense, though, the new subject was a step forward. At least it represented material specially prepared for use in the junior high school.

The Results of an Unsound Idea

Why wasn't the idea sound? Because the purpose of the junior high school is to keep students in school and to encourage them to set graduation from high school as their minimum educational goal. Training students for jobs encourages them to leave school and go to work. That's what all but a few young people want to do anyway along about the age of a high school freshman. Thus the new business subject defeated the most important purpose of the junior high school.

Did other subjects—general mathematics, general science, etc.—make any attempt whatever to train fourteen-year-old youngsters for jobs? By no means. They helped students

find their personal paths in school—guidance; gave them a taste of what senior high school was going to be like—exploration; laid a foundation for the subjects they would encounter there—foundational materials; and set about to develop appreciations and attitudes that are prime essentials of a desirable citizenry—social values.

What happened? Well, not all of us are blessed or cursed with the same degree or kind of natural ability. School attendance had been increasing by leaps and bounds for years, and so naturally there were more and more students who did less and less satisfactory work in subjects that had already proved their right to a place in the junior high school. Compulsory school attendance laws made it necessary to keep these young people in school, employers wouldn't hire them, and something had to be done with them. Few school administrators were in sympathy with business education anyway, and so dumping became more widespread than ever, with the junior business training course serving the same old purpose of a convenient dumping ground.

And the cause of it all is that, until just a few years ago, everyone—including most business educators themselves—had thought of the commercial course only as a group of subjects the primary purpose of which is to develop the knowledges and skills essential to satisfactory performance by employees in the business office. It was but a short time ago that we teachers of business subjects congratulated ourselves on the progress we had made when we broadened the training offered by the commercial course so that it qualified young people for selling and clerical work instead of only for bookkeeping and stenographic work. We had not yet realized the untold wealth of opportunity that business education offers over and above the development of the vocational knowledges and skills that are required of workers in the business office.

A Broadened Concept of the Course

Only within quite recent years have administrators, teachers, authors, and publishers realized that the junior business course, in order to merit and win a place in the front ranks of the junior high school curriculum along with general mathematics, general science, social science, and other subjects that are required of all pupils, must meet all the requirements of the junior high school just

as fully as those other subjects meet them. What are those requirements? They could be fully explained only in a volume of considerable size, though they are but five in number, namely: (1) information, (2) guidance, (3) exploration, (4) foundational materials, (5) precise practice.

Those five requirements may be amplified a little and defined in terms of their specific application to the junior business course, as follows:

1. *Information.* Business information, general as well as specific, about the economic world; information about business goods and services, how they are provided, and how they should be used; information is approved by business men and is part and parcel of the training both of a good citizen and of a capable business worker.

2. *Guidance.* Information about business occupations; opportunities for business employment and promotion; essential preparation for business life, and facilities for obtaining it; help for the individual student in defining and refining his vocational preferences.

3. *Exploration.* Plenty of opportunities to find out about business occupations and try some of them out; to help predict possible success in business work; to help decide whether to prepare or not to prepare for a business career.

4. *Foundational Materials.* An adequate approach to and a solid foundation for the regular commercial course—not a little elementary content of this, that, and the other business subject, but a broad, general foundation for the commercial course as a whole.

5. *Precise Practice.* Specific drill necessary to meet the guidance, exploration, and foundational requirements; prevocational and vocational practice, using common business forms and materials in order to develop some of the common elementary vocational skills on the junior level of occupation.

There is nothing new or startling in these five requirements. They represent a sound educational philosophy to which the junior business course must conform, else it will perish. They are based on common sense, but, common sense being a somewhat uncommon thing, perhaps it is natural that we have not always used it in developing and selecting subject matter for use in the junior business course.

Three Snares and Delusions

This brings us to the three snares and delusions that are more or less prevalent and that ought to be avoided if business education is to maintain the place in the junior high

school to which its inherent values entitle it. The first of these is arithmetic; the second is penmanship; and the third is bookkeeping. They are like a dress suit, a pair of wading boots, and a cowboy's sombrero—each is not only all right but necessary in its proper place. But if you combine the three for any purpose on any occasion, you ignore both the requirements of the occasion and the function of each. If you combine a little arithmetic, a little penmanship, and a little bookkeeping, and attempt to use the combination as the subject matter for a junior business course, your course will not conform to the requirements of the junior high school, and it will not function as it should and must if it is to achieve its purpose. A little thoughtful consideration will reveal the reason.

Arithmetic and Penmanship

I do not mean that the junior business course should not make considerable use of arithmetic, penmanship, and bookkeeping. For instance, arithmetic in the junior business course is all right and even necessary, provided the student's acquired knowledge and skill are put to use in a functional way. We must take full advantage of the student's pride in his ability to put to practical use what he has already learned. This is integration, which is an essential characteristic of the junior business course.

The snare and delusion does not consist of using arithmetic in the junior business course, but of incorporating in the subject matter actual arithmetic drills, exercises, or problems and labeling them as such. That is not functional use or integration. The student has just completed six or eight years of number work and arithmetic. He has "had enough" from his own point of view. To encounter more of it in the junior business course destroys interest in the new subject. He expects something new, not "the same old stuff" under a new name. It is useless, anyway, to compel the poor student to take another dose of arithmetic because the limited time available for instruction and drill will produce no material or measurable increase in arithmetic knowledge or skill.

Like arithmetic, penmanship is not only all right, but highly desirable in the junior business course, provided it is used functionally. It is the teacher's duty to see that all written work represents the very best penmanship that each student is capable of producing.

Business standards of legibility, size, neatness, etc., rather than school grades, should be the gauge by which the handwriting of every student is judged. Teachers, of course, should be able to meet considerably higher standards.

This functional use of whatever degree of handwriting skill the student may possess is not at all the same thing as incorporating penmanship drills on ovals, small and capital letters, words, and sentences in the subject matter of the junior business course. The time available for such drills in the junior business course is too limited to produce any increase in handwriting skill over and above that which the student already possesses. Teachers who write with any considerable degree of skill, and there are not too many of them, know that several months of daily practice and drill are required to bring about any noticeable increase in handwriting ability. What, then, can we expect to accomplish in the junior business course by devoting five or ten minutes once or twice each week, or even daily, to penmanship drills?

What is worse, practically all students of junior high school age have already had at least six years of penmanship. To encounter more of it in the junior business course, where the student expects something entirely new and therefore fascinating, destroys interest. I am well aware that it is a common complaint among teachers not only of commercial subjects but of many other subjects that students cannot write. However, did you ever hear of an English teacher or a social science teacher or a general science teacher devoting any part of a daily class period to teaching penmanship as such? Why waste any of the student's valuable time with something that is futile and that destroys interest when better results can be obtained by insisting that all written work represent the student's best effort? Penmanship drills in the junior business course are nothing more or less than a snare and a delusion, and any subject matter of which they are a part should be looked upon with suspicion.

Bookkeeping in the Course

Is bookkeeping something to be avoided in the junior business course? Well, formal bookkeeping, no matter to what extent the materials of instruction were simplified, was long ago found unsuitable as a junior high school subject and discarded. Nevertheless, a considerable part of the subject matter of

formal bookkeeping has recently found its way into the teaching materials of the junior business course. You will find plenty of it in several new text-books or revisions published within the last three or four years. This is probably due to two causes.

In the first place, many teachers of the junior business course formerly taught bookkeeping. Naturally, their past experience leads them to give preference to teaching materials that place some emphasis on the subject they formerly taught. Even when such is not the case, the junior business course is frequently supervised and textbooks are selected by commercial department heads and supervisors whose past teaching experience was largely in the bookkeeping classrooms. Those of us who have taught or are now teaching bookkeeping know the deficiencies prevalent among our students, and it is only natural that we should try to correct those deficiencies before students find their way into the bookkeeping classroom. The junior business course, however, is not the place for such attempts.

In the second place, teaching materials for use in the junior business course have been deliberately devised in order to "lay a foundation for bookkeeping." Stated more truthfully, the purpose is to serve as a "feeder" for that subject. Everyone who is familiar with what is going on in commercial education knows that the enrollment in bookkeeping courses is dropping and that bookkeeping courses everywhere are being shortened or even eliminated entirely. Instead of the former two- or three-year course, sometimes with double daily class periods, we now find many high schools offering but one year of bookkeeping instruction, and in a steadily increasing number of high schools it is offered for only one semester.

It is natural that those of us who are interested in bookkeeping should want to counteract this tendency in some way, but why should either teachers or authors and publishers try to foster one subject at the expense of another subject that is of far more universal value to all students? Nothing is gained anyway by including any part of formal bookkeeping in the content of the junior business course. The materials of a bookkeeping nature in texts intended for use in the

junior business course are so elementary and fragmentary that they cannot possibly lay a worth-while foundation for the subject. Furthermore, with all the things we must accomplish in the junior business course, we have no time to waste in a futile and wasteful attempt to teach bookkeeping, no matter how elementary.

The Proper Foundation for Bookkeeping

Precise practice materials used in a soundly conceived junior business course really do all that can be expected toward laying a foundation for bookkeeping. The functional use of arithmetic and the writing of subject matter on ruled forms of any kind according to directions are both good general preparation for bookkeeping. We must remember, too, that there are many other commercial subjects for which a foundation must also be laid. Bookkeeping is entitled to no preferential consideration, no matter how much of a favorite subject it may be among those of us whose responsibility it is to select, prepare, or publish teaching materials for use in the junior business course.

If carried beyond the suggestion just made, we should substitute subject matter based on budgeting and *non-technical* records of the incomes and expenditures of the individual, the family, and the small business owner. This will be of general value to all students and will lay a solid foundation for and a direct approach to formal bookkeeping. To be of any value, however, it requires a minimum of one whole semester, and has no place in a junior business course to which but one school year is devoted. On the other hand, it is ideal material for use in a third or a fourth semester—in other words, to follow a one-year junior business course.

The junior business course has grown and is growing more rapidly with respect to number of students enrolled than any other course in the entire program of public education. It will continue to grow and thrive, provided it supplies the student with worth-while *business education*. It is sure to fail if we attempt to make it a conglomeration of petty clerical practice, arithmetic problems, spelling, penmanship drills, and elementary bookkeeping.

In November, Ray G. Price will begin a series of articles outlining in detail the content of a course in Consumer Economics.

A Pedagogic Feast

ONCE every month during this school year, the BUSINESS EDUCATION WORLD is going to set before you a delightful pedagogic feast. These feasts will be spread on your own reading table and you may partake of them in any way most enjoyable to you.

You are enjoying your first feast as you read this issue. We are so enthusiastic about it—cover and all—that we should like to fill an entire page discussing it with you. Regardless of the subject you are teaching, you will want to read nearly every one of its 96 pages.

Each of these monthly feasts is costing you but ten cents if you are a one-year subscriber, and but seven and one-half cents if you are a two-year subscriber. So far as we know, the equivalent in nourishing professional food values—if obtainable elsewhere, which we doubt—would cost you more than twice as much as the B. E. W.

One reason we can offer you so much for so little is that we are conducting no costly circulation campaign and we do not intend to do so. The BUSINESS EDUCATION WORLD is selling itself to its readers and, through them, to others. This is as it should be.

Show this magazine to those in your department who are not now subscribing for it. Let them see the concrete evidence of your own professional wide-awakeness. If anyone wants to keep your copy, tell him we shall be glad to send him one free.

A return post card has been dropped between the leaves of this issue. Won't you give it to that friend who is as interested as you are in professional advancement? You will be doing the friend a real favor and we shall appreciate deeply your cooperative spirit and willingness to share with others the monthly pedagogic feast brought you by the B. E. W.

Urge your friend to mail the card at once before the limited supply of this issue is exhausted. No money to be sent; no postage to be paid; just fill out the card and drop it in the mail box.

Thank you!

The B. E. W. Transcription Club

Editor, HELEN REYNOLDS

Associate Professor of Commercial Education, Ohio University, Athens

With this issue, the BUSINESS EDUCATION WORLD inaugurates a monthly service to shorthand teachers that will be of inestimable value to them in improving the teaching of transcription. Instead of following the customary procedure of publishing a series of articles on this subject, we shall present, through the medium of this club, a monthly symposium of the methods used by a large number of superior teachers of transcription. The subjects discussed will follow each other in logical sequence. As editor of this club, we have selected Miss Helen Reynolds of Ohio University, and its success will be very largely due to her invaluable contribution in the gathering and digesting of the material which will be published each month. Miss Reynolds' introductory statement follows.

FOR a long time teachers of shorthand have been struggling more or less independently with the problems of developing transcription ability. The purpose of the B. E. W. Transcription Club is to discuss each month, through the columns of this magazine, a major problem in the teaching of transcription, thereby securing for the benefit of all shorthand teachers the successful ways of meeting these problems as they have been developed in various teaching situations.

Earl W. Barnhart, a recognized authority on the teaching of transcription, contributes the opening paper for the club. In it he states fundamental purposes, outlines major problems, and asks pertinent questions to be answered by the teacher of transcription.

The subject for discussion in the October issue will be, "How Can the Pupil's Ability to Grasp Meaning in Dictation Be Improved?" Let us have the benefit of your experience and thinking on this problem. The contributions received will be organized into a symposium so that our readers may have in the few pages at our disposal the largest possible number of viewpoints and helpful suggestions.

Our readers are urged to contribute to the discussions, to comment on the discussion of the preceding month, and to present to the Club for group consideration other problems which seem to them to be of outstanding importance in the teaching of transcription. Address your correspondence to the B. E. W. Transcription Club, 270 Madison Avenue, New York City.

Improving Transcription

By EARL W. BARNHART

Formerly, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.

A STENOGRAPHER is employed to produce transcripts satisfactory to her employer. An employer wants transcripts which express the exact thought he dictated; further, he generally wants transcripts that are correctly and attractively typed. The stenographer who can produce transcripts which record exactly what the employer wants said in mailable form is most likely to get a position—and to keep it. She will also most likely be given preference in promotion. The teacher who can train beginning stenographers to produce transcripts which satisfy employers

will soon win a reputation for being an exceptionally good teacher. Consequently the development of stenographers who can produce better transcripts—both in meaning and in form—is a major responsibility of every teacher of shorthand.

Getting the Meaning

The fundamental purpose of a transcript is to preserve and convey a particular thought or meaning. This meaning originates with the dictator and is expressed in his dictation. The

meaning expressed by the dictator must be caught and recorded by the stenographer. The meaning recorded in the notes must be read, either orally or silently, and then be expressed correctly in typescript and arranged in accordance with controlling conventions. Apparently the major problem in improving transcripts is to improve the ability of pupils to get and to express the meaning of the dictation they hear, report, and transcribe. An understanding of how to develop this ability seems to be the key knowledge in training stenographers.

Improving Dictation

The meaning the stenographer is to grasp is expressed in the dictation. This dictation provides the meaning which is to be expressed at every step until the transcript is signed. So the dictation must have a meaning, otherwise the learner has no meaning to receive and express. Apparently, the teacher when dictating must be conscious of this meaning, of how it is expressed, and of the necessity for seeing that the pupils reproduce it. To do this the teacher must emphasize the importance of the meaning, emphasize the exact meaning to be grasped, and do nothing to hinder learners from getting that meaning. This responsibility raises questions such as:

Should all dictation be in complete sentences and paragraphs?

Does the dictation of lists of words or of phrases having no meaning interfere with the getting of meaning?

Does reading of dictation interfere with the expression of its meaning?

Does reading or dictating at absolutely uniform rates of so many words a minute, with resulting pauses in the middle of thought units, prevent the expression of the meaning of the dictation?

Oral Punctuation Must Be Observed

In many instances very fine distinctions in meaning are made or intended by the dictators. Some of these fine distinctions are expressed by oral punctuation—pauses, inflections, changes in the rate of speaking. To catch these fine shades of meaning, reporters have to be aware of the meaning significance of the oral punctuation used. Beginners have to learn to listen to oral punctuation and to realize its significance in determining meaning. Beginners who do not know the significance of oral punctuation will be

likely to make errors similar to the one made by the stenographer who heard the dictator say,

No (pause) price too high (pause) send offers for files.

and transcribed it,

No price too high; send offers for files.

claiming that she had transcribed exactly what the dictator said.

The importance of oral punctuation in expressing meaning raises questions about dictation such as these:

Does the teacher dictate with proper oral punctuation?

Are pupils learning to catch the meaning significance of the oral punctuation?

Does extremely slow dictation enable the teacher to express the meaning with proper oral punctuation?

How slowly can a teacher dictate with proper oral punctuation?

Does reading dictation prevent most teachers from using normal oral punctuation?

Does reading dictation with pauses at the end of each ten or fifteen words regardless of meaning prevent the teacher from using proper oral punctuation, and the pupils from getting the exact thought?

Subject Matter of Dictated Material

A stenographer can understand the meaning of only those topics about which she knows something. Beginners in shorthand classes cannot get the meaning of dictated matter on subjects about which they know little or nothing. As youth of high school age have but a limited knowledge of business practices, vocabulary, and situations, their range of business understanding is rather small. Hence this limited understanding raises some very important questions for the teachers in selecting dictation and directing the learning of his pupils:

Is the dictation within the understanding of the pupils?

How can their understanding of the dictation be increased?

How can a teacher before he dictates know whether most of the pupils will understand what he is to dictate?

What effect upon reporting and transcribing does a failure to get the meaning of the dictation have?

What can be done to show pupils what they can do to produce better transcripts of materials which they do not understand very well?

Improving Reading

Stenographers often have to read their notes orally so that the dictator can recall what he has already said. Oral reading is commonly used also as a means for determining how well the meaning dictated has been recorded. The way in which a stenographer reads is the most accurate way of determining how well she has grasped the meaning of the dictation, and so is the method commonly used in both offices and schools for ascertaining how well the dictation has been reported. The great importance of oral reading as a device for showing how well the dictated meaning has been grasped and recorded raises questions such as the following:

Do pupils read their shorthand notes so as to express the meaning exactly as dictated?

How can the oral reading of shorthand be improved?

How fast should a stenographer be able to read her notes?

A stenographer must read her notes as she transcribes them. Usually this reading is done silently; often semi-audibly. Very often, stenographers read their notes rapidly so as to get the general meaning of a letter before beginning to type it. Sometimes, they have to read a sentence or a paragraph very carefully in order to decide upon the precise thought in terms of certain words, phrases, or sentences. Occasionally, a sentence or a part of it must be studied so that the exact meaning of an ambiguous outline can be determined, the spelling of a word recalled, the punctuation decided upon, and the other necessary information recalled. Sometimes the stenographer has to skim her notes in order to locate a certain statement. A stenographer often uses semi-audible reading to recall the oral punctuation used by the dictator. Student stenographers differ in their ability to read their notes in all these ways, each of which plays an important part in contributing to the production of a good transcript. If the ability of students to read shorthand notes silently is to be increased, then questions such as these must be answered:

What are the different kinds of silent reading of shorthand notes that a stenographer has to do?

How can skill in each of these different kinds of silent reading be increased?

What errors in transcribing are due to weaknesses in silent reading?

Improving Outline Writing

As a stenographer grasps the meaning of the dictation, she must write the shorthand outlines which correctly record that meaning. The speed at which dictation is given usually is such that the stenographer must write the outlines rapidly. When writing at speeds above 80 words a minute, beginning stenographers often fail to make some outlines with the exactness of detail necessary to express their distinctive features. These indistinctly or improperly written outlines may often suggest outlines for words other than those dictated, so that when the outlines are read the exact meaning of the dictator is not expressed. Student stenographers are expected to write with increasing speed as they progress through the course, and accurate outline formation becomes increasingly important. The writing of accurate outlines at high speed raises questions such as these:

How can writing speed be increased without causing poor outline formation?

When an outline is being poorly written at high speed how can its writing be improved so that it will be written more accurately?

How can the effects of poorly written outlines upon meaning be overcome?

Improving Sentence Recognition

Meaning is always expressed in sentences, and the meaning of a sentence is determined by the words included in it. When reporting dictation, a stenographer has to catch the meaning as expressed in sentences. The pauses and inflections which indicate the completion of each sentence have to be recognized regardless of how rapidly or slowly the sentence is spoken. The meaning and relation of each thought unit must be recognized by the stenographer as the stream of dictated words is pronounced. Recognition of the meaning serves as an important factor in helping to indicate the significance of these pauses and inflections. Regardless of the order in which the thought units of the sentence are arranged—loose, periodic, complex, or compound sentences—the stenographer must catch accurately the sentence units that express the meaning. The significance of accurate sentence recognition in contributing to better transcripts is seen from these questions:

How can the ability of students to recognize the ending of each sentence of the dictation be improved?

How can the ability of pupils to punctuate sentences as thought units be improved?

How can the ability of pupils to punctuate subordinate thought units of a sentence be improved?

Does the manner of dictation have any effect upon sentence recognition?

Does the stenographer's knowledge of the subject matter of the dictation affect her recognition of the sentence units?

Problems of Form of Transcription

In addition to these important problems of meaning, so often overlooked in transcription because they are relatively intangible and, therefore, difficult to isolate and improve, are the problems of the organization and appearance of the transcript itself. These problems involve such matters as spelling, improving the observance of the conventions of written English, paragraphing, and improving the actual formal arrangement and typing of the transcript.

Improving Spelling

When a stenographer begins to typewrite, the proper letter sequence for each word becomes important either as a matter of meaning or of conventional form. The word *in* means one thing; the word *inn* means something altogether different. Similarly, with all the different words which a single outline may represent. Unless each word is spelled correctly when typed, the meaning of the dictation will not be correctly expressed, or pleasingly presented. As most shorthand outlines are written phonetically, an outline may represent several differently spelled words (to, too, two), so correct spelling becomes a difficult task for some pupils and especially for pupils whose script spelling is somewhat erratic. Improving spelling in transcripts raises questions such as these:

How can the ability of pupils to spell when transcribing be improved?

What are the most frequent causes of errors in spelling in transcripts?

Improving Observance of the Conventions of Written English

When typing the transcript, the stenographer must conform to the accepted or conventional forms of written English. Some words in a sentence must be capitalized, some hyphenated, some abbreviated, some coming at

the end of lines must be syllabized. Numbers must be expressed sometimes in figures and sometimes in words. Apostrophes must be used in the conventional ways. Conformity to these accepted forms in the transcript indicates the exact meaning dictated; failure to conform often affects the meaning and always affects the appearance. Hence, the importance of observing all the conventions of written English in the transcript. The problem of improving transcripts through increasing the ability of the students to conform to the conventions of written English is one of the major problems which teachers of shorthand have to solve.

Improving Ability to Paragraph

When transcribing, a stenographer must group into paragraphs the sentences she types. Meaning is often influenced by the way in which the sentences are grouped. Ease in grasping the meaning is facilitated by correct paragraphing, and the appearance of the transcript is improved by appropriate paragraphing. So, paragraphing is important both in its contribution to meaning and to proper form and appearance. Consequently, improving the ability to paragraph is an essential part of improving transcripts.

Improving Arrangement and Appearance of Transcript

An important factor in satisfying dictators is the appearance of the finished transcript—the arrangement upon the page, uniformity of margins, straightness of the righthand line-ends, uniformity of type impressions, absence of erasures, clean paper, and many other items. Until student stenographers can produce transcripts which are above criticism in all the items which contribute to attractive arrangements and appearances, there is no likelihood that they will be able to satisfy dictators with their transcripts.

The Club's Topic for Next Month

"How Can the Pupil's Ability to Grasp Meaning in Dictation Be Improved?"

If you have made any definite progress toward solution of this problem, we invite you to send us a brief but clear description of what you have done, or are planning to do, this year.

Idea Exchange

Edited by HARRIET P. BANKER

To encourage the exchange of helpful ideas, a two-year subscription to the BUSINESS EDUCATION WORLD will be awarded to each teacher whose contribution is accepted by the editor. Contributions should be short, and preferably illustrated.

All Aboard!

THE illustration that accompanies this article is drawn on the blackboard in colored chalk. It represents a section of railroad track connecting Freeport, the city where our school is located, and Los Angeles, the city chosen as our destination. As there are two divisions in my beginning typing class, I have two sections of track drawn so that each division may have its own.

Between Freeport and Los Angeles, on our way West, we wish to stop off at Chicago, Omaha, and Salt Lake City. The object of the game is to see which division will reach the first stopping-off place the soonest.

To reach Chicago, the first stop, the class must type for one minute with 75 per cent of the class making no errors. If this standard is not attained, a little slip of paper, on which is typed the division, the date, and the per cent of accuracy, is pasted on the first railroad tie outside of Freeport. Each time a class fails to make its goal, another slip of paper is pasted on the board. When 75 per cent of the class type without error, a long slip of paper connecting the two cities is pasted on the board and this class is then ready to start for its next stop.

To reach Omaha, 60 per cent of the class must type for two minutes without error. To reach

Salt Lake City, 50 per cent of the class must type three minutes without error, and to reach our destination, Los Angeles, 30 per cent of the class must type five minutes without error.

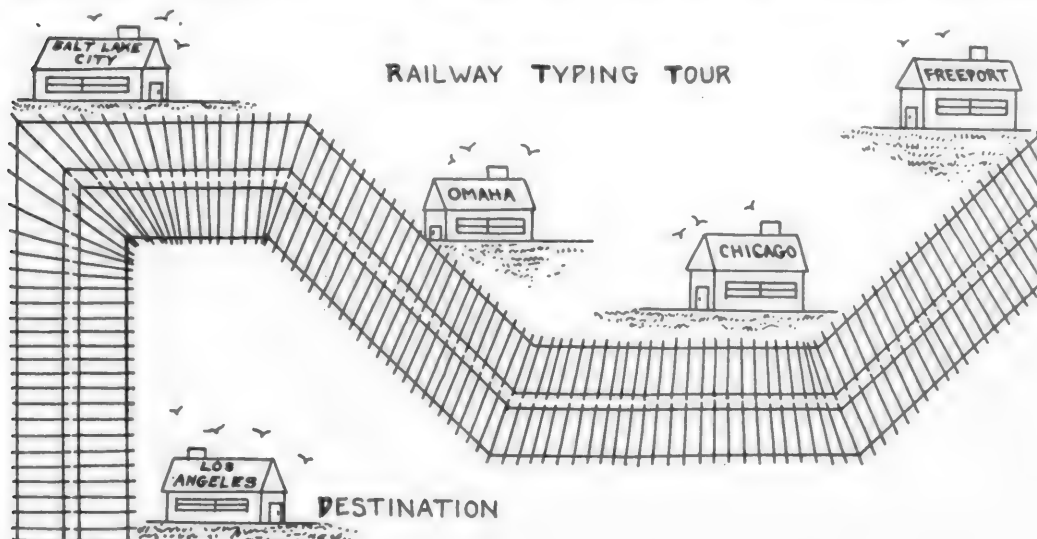
Instead of saying the traditional "Start," I say "All Aboard for Omaha," or whatever the city may be which we are trying to reach. At the end of the time limit, I call the city at which we hoped to arrive, instead of saying, "Stop."

We use the Competent Typist material in the current issue of the GREGG WRITER for the timed tests in these tours. The students who take part and others in the school display much enthusiasm and interest in our railway typing tour.—*Sister M. Alexius, O.P., Aquin High School, Freeport, Illinois.*

A School Exhibit Project

IN preparation for the commercial exhibit sponsored by our school, my junior business training class completed the following projects.

The students were asked to bring match boxes (size $4\frac{3}{4}$ by $1\frac{3}{4}$ by $2\frac{1}{2}$ inches) which were used as the drawers for miniature vertical files. The boxes may be covered with colored construction or drawing paper. Guides and folders ($1\frac{3}{4}$ by $2\frac{1}{2}$) were made to fit into these



boxes. The students then cut seventy-five slips of paper ($1\frac{1}{2}$ by 2) and on each slip wrote the name and address of a business firm or an individual. These slips, which represented letters, were filed by the students back of the guides in the folders. Guides were made for three methods of filing: alphabetic, geographic, and numeric.

Some of the more ingenious students were asked to make in miniature such files as the spindle, the box, the Shannon, and the bellows.

The spindle file was made from a small block of wood for the base, with a nail or spike run through the center.

A piece of wood, with a double arch mounted on one end, was used for the Shannon file. Key rings, or rings such as are used in notebooks, were utilized for these arches.

For the bellows file, a sheet of paper 156 inches long and $4\frac{1}{2}$ inches wide was folded into three-inch folds similar to a paper fan. This makes as many divisions as there are letters in the alphabet. Slips of paper were cut and fitted into the three-inch sides to form the folders to hold the material to be filed. Small tabs, on which the letters of the alphabet were written, were cut and pasted on each fold in staggered positions.

A box, with a lid opening at the side, was used for the box file. On the side opposite the fastening, the box was cut at two corners to allow that side to fall. The guide pages were fastened to a wire at the back of the box, and tabs were pasted on the guides in staggered positions.

These projects can be completed in two weeks. The making of the files created a great deal of interest and enthusiasm and furnished an actual situation in which the pupils could apply the principles of filing they had learned. The display elicited many favorable comments from visitors at the exhibit.—*Ruby Grafmiller, Mt. Gilead (Ohio) High School.*

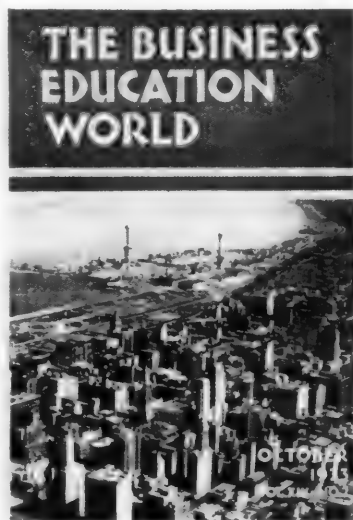
Teaching Geography in a New Way

THE following plan, which makes use of the cover pages of THE BUSINESS EDUCATION WORLD, has proved interesting and instructive to the entire shorthand class.

I turn to the description of the "cover design" and dictate the article to the class, slowly. The students read back the dictation aloud to get the correct pronunciation and spelling of the proper names new to them. Then I dictate the article again at a faster rate. The students transcribe these notes in manuscript style.

As soon as a student has a complete and acceptable transcript, he is given the cover page to inspect thoroughly to form a mental picture of the buildings, streets, and other points of interest. He then files his work. There is no

conflict in this method of passing the cover page from one to another as the students do not finish their transcripts at the same time.



AIR VIEW OF CHICAGO'S BUSINESS SECTION AND FAIR GROUNDS

The next two days, both in the assignments and in the class work, I follow up the article by dictating several short letters, using the names of the streets, buildings, prominent stores, and other information given. The students are really interested when they learn that Canal Street in New Orleans, for instance, is one of the broadest and best-lighted streets in the country; that the Pacific Coast and Orient Office of the Gregg Publishing Company is in the Phelan Building, San Francisco. Teachers who are acquainted with any of the cities illustrated may easily elaborate this idea.

Sometimes the new "trip" for the month proves educational to teacher and pupil.—*Bernice Shier, High School, Falls City, Nebraska.*

In the Milky Way

AS a motivating device in my typing classes, I have found the following plan particularly effective:

On a sheet of paper, large enough to make a fair distribution, I place the names of all the members of the class, arranging them in such a way that they form different constellations. For representation in the "Milky Way," as we call the diagram, papers must be the result of ten-minute timings, with not more than five errors. There are five levels of achievement, as follows:

1. A ring represents any accomplishment below thirty words a minute.
2. A filled circle represents between thirty and forty words a minute.

3. A star represents between forty and fifty words a minute.

4. A star with a crown represents between fifty and sixty words a minute.

5. A star with a crown and a diamond in the center represents between sixty and seventy words a minute.

As each student's name appears on the chart when it is first drawn up, it need not be represented again, individual advances in achievement being shown by the following progressive changes in the original symbol:

The original circle, which represents any accomplishment below thirty words a minute, is made with gold ink; when the student attains the thirty-word standard, the circle is filled in; at forty words, a gold star is pasted over the filled circle; at fifty words, a crown, made of gold ink, encircles the star; at sixty words, a diamond is pasted in the center of the star. The diamond is made by dropping a dab of paste on the star and then sprinkling a few crystals on top of it.

Never have we seen students work with such zeal. Just as soon as the first student received the filled circle, the other members of the class strove diligently and with new enthusiasm for the same goal, and so with the star, the crown star and the diamond.—*Sister M. Nicoline, O.S.F., Alvernia High School, Chicago, Illinois.*

A Shorthand Daily Dozen

THE two plans described in the following paragraphs have proved effective in my shorthand and typing classes.

In the second-year shorthand class, I put a dozen outlines (our "daily dozen") on the blackboard each day. These outlines are read, dictated, and reread several times to make them automatic. The words are taken from the list of brief forms, abbreviated words, the daily assignment, and the analogical word beginnings and endings. About once a week I substitute outlines for the common phrases.

In the typing class, I write on the board a sentence that may be typed in one line. Each student starts to practice on this sentence as soon as he is seated at his typewriter and continues to practice until the roll call has been taken. Then I give a one-minute test on the sentence. The name of the student who makes the highest perfect rating is placed on the board underneath the sentence. The name remains there until a higher record is made by some other student.

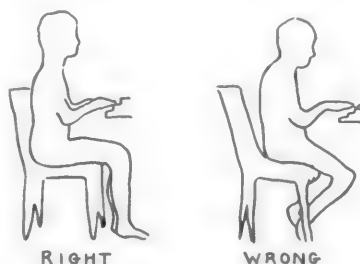
The sentence is changed each Monday and I try to vary the type by sometimes using alphabetic sentences, sentences containing numerals, and sentences using special characters. I use this drill in both the first and second year classes, but keep a separate record for each class as competition is intra-class only.

Sometimes I have wondered whether the students tire of this sentence practice at the beginning of the class period, but any suggestion on my part that the practice be discontinued meets with strong objections.—*Tressa Churchman, Brawley Union High School and Junior College, Brawley, California.*

A New Use for Cartoons

MISS MARGUERITE WESTLAKE, an instructor in McKinley High School, Canton, Ohio, has illustrated in a most interesting and original way the individual assignment sheets which she uses in her Typing I class.

By means of cartoons and exclamations, she directs the student's attention to correct posture.



correct spacing around punctuation marks, rapid return of the carriage, and rhythm on double keys. At times the illustrations take a seasonal note, as when, about Election Day, the symbols of the two major political parties are pictured demanding a "vote for accuracy," a "tax on uneven margins," and the "repeal of strikeovers."

The limitations of this article do not permit an adequate description of Miss Westlake's clever scheme, but we hope it will, at least, encourage others who are using somewhat similar means of visualized instruction to exchange their ideas with others through this department.

A Convenient "Pause Mark"

THE experienced stenographer in taking dictation naturally places a period for the end of the sentence when the dictator drops his voice. In many cases, after a pause, the dictator goes on with his line of thought, which results in a compound sentence. What should be done with the period already written?

For several years now I have been teaching my pupils to use the sign which indicates the period or full stop when the dictator drops his voice, and in case the line of thought is picked up, to change the mark into an inverted caret, thus: √ The practice saves crossing through or circling strokes.

We call this expedient a "pause mark."—*Mrs. E. W. Buell, The Butler Business School Bridgeport, Connecticut.*

Speed-Building Dictation on Brief Forms

An Original Series of Prize-Winning Articles and Letters

Last December the GREGG NEWS LETTER announced a contest for connected matter containing all the brief forms in Gregg Shorthand in one article, or in one letter, or in a series of letters. Many teachers competed and several excellent contributions were received. The winning paper appeared in the March issue of the GREGG NEWS LETTER.

Dictation material of this type is so scarce and so valuable to shorthand teachers, that the BUSINESS EDUCATION WORLD is publishing the papers of the other nine prize winners. Miss Jane M. Gordon's article, which won second place in the contest, was published in March. Miss Knight's article, published this month, won third place. It contains every one of the 420 brief forms. The first appearance of a brief form in the article is indicated by italics.

Training the Office Worker

By PEARLE KNIGHT

Central High School, St. Paul, Minnesota

In any business office it is not only necessary for a young woman to have a thorough knowledge of the subjects shorthand and typing, but she should also be thoroughly acquainted with all the other duties considered of value in the office situation.

According to the opinions of various officials representing hundreds of thousands of workers throughout the country such matters as correct usage of words, clear speech, and good writing should receive a great deal of attention by those employed by them.

Then, too, several agree it would be well to use every effort to educate the stronger ones about questions affecting present world progress. They think part of the course could cover, among other things, effective credit systems, quantity purchasing, marketing, insurance, problems referring to capital and labor, and stocks and bonds.

They say, "Why not let the weaker ones address envelopes, prepare shipping lists, arrange committee appointments, date invoices, inspect and deliver mail, direct callers, copy and complete names for form letters, send remittances, and enclose advertisements?"

The following replies and complaints in answer to our individual inquiries from this school tell what some persons desire in their organizations: "Much consideration, time, and care should be given to the perfect arrangement of correspondence," states the report from a railway and express company.

A friendly communication received yesterday from a newspaper correspondent points out the importance of keeping responsible people in charge of the night news returns.

This morning an experienced government collector complained about the little mistakes most girls make upon receipts, bills, drafts, orders, and records in general. He regrets that as a rule the present education of children in public schools does not enable them to have enough satisfactory training in such important skills as working with numbers.

An acquaintance in another position told how dollars were lost due to carelessness because the change in the lighter body of the cars recently built was not immediately communicated or explained to the agents. Approximately three full weeks have gone by without ever a wire in reference to a car delivery. Strange as it first appears, it looks as if it were the cause of bad fall response to orders previously rather good.

A dear friend, a book-lover and publisher, remarked that there is no more important characteristic than a real respect for truth. It always pleases him to find on his force people he can trust, who have the power to enable them instantly to determine the difference between right and wrong. It usually becomes his pleasure, where possible, when the occasion presents itself, to put them into special positions carrying endless opportunities and advantages. Nothing will stop them from moving to the top during the immediate future, perhaps tomorrow.

A doctor, because of the nature of his work, expects his office workers to excel in remembering details. He requires that all, with no exceptions, who come under his care shall be treated respectfully. There can never be acceptance of favors either. In his presence he will not allow the treatment of beggars to be

different from that of friends of long standing. All must be accepted without asking whether they have sufficient money or are unable to remit their checks till later.

A response from a dealer in the flour industry, whose business is supposed to reach far over a million next year, again objects to the difficulty of getting girls to carry out orders. He believes that our schools are behind the times, and that regular training can go far to improve the situation. He gave the impression that he is against being obliged to give altogether too much training while on the job. For instance, in his organization promotion is governed entirely, as already indicated, by the power to carry out orders. Those who did this went ahead in the business until they won a place at the top, got more money, and have been insured success.

An excellent speaker from a merchandising house about a mile away, says from the floor, "Yes, I think that in organizing and publishing a catalogue of quality and beauty like ours, every influence must be used to be particular, above all else, in regard to proof reading. My personal belief is that you and your staff should give serious consideration to further improving accuracy in small matters. I am confident there is much room for big improvement of this kind; nevertheless, I am glad and want to take this occasion to acknowledge and give respectful thanks for the excellence of your training. I am aware that it is very difficult to get across all suggestions and to satisfy everyone's wishes, differing as they do. Especially in these hours of stand-still in business, officials and teachers are and should be glad to work together, side by side, with spirit and confidence. It has been suggested before that in union there is bound to be strength. I am sure I am not mistaken in saying that, with this purpose, soon both will bring about wonders."

All of which probably definitely proves that after all, the life of the two, the office worker and teacher, is no bed of roses.

Reception to Dr. Gregg

THE atmosphere and spirit of Cervantes pervaded the beautiful Jade and Basildon Rooms of the new Waldorf-Astoria Hotel in New York City the evening of June 16, when hundreds of representatives of Central and South America, Mexico, and the Antilles celebrated in royal fashion the birthday of Dr. John Robert Gregg.

The Organizing Committee took this appropriate occasion for focusing attention on the importance of commercial education in

its relationship to amity and understanding among the peoples of the western hemisphere. That commercial education is making rapid strides throughout the republics of Latin-America is evidenced by the large number of schools and colleges that are introducing commercial subjects into their curricula. To encourage this growth as a means of bringing the Americas into a closer union for their mutual advancement was the important aim of this function.

A presentation of flags of the nations and a scroll bearing a message of good-will from the youth of the Americas was a feature of the evening, as was also a beautiful display of artistic designs in color, prepared on the typewriter by Latin-American students especially for "El Día de Gregg."

Among the artists contributing their talent as a gesture of good will in keeping with the spirit of the occasion were Srta. Rosita Ortega, Bailarina; Martinez and Barcelo, famous interpreters of the Spanish Tango; and Consuelo Garcia Garza, Lyric-Soprano who rendered selections of Mexican folkloric songs.

In a brief address Dr. Gregg paid high tribute to the enthusiasm, courage and courtesy "so typical of you," and expressed the hope that much would be accomplished to stimulate further cooperation among the countries of the western hemisphere through commercial education.

Personnel of Organizing Committee

The Organizing Committee was composed of the following prominent persons:

Sr. Walter J. Decker, Consul-General for Bolivia; Dr. Roberto Escobar, Consul-General for Colombia; Dr. Fernando A. Valle, Consul-General for the Dominican Republic; Dr. Leonardo Lara G., Consul-General for Guatemala; Sr. Enrique D. Ruiz, Consul-General for Mexico; Sr. Gonzalo Lopez Fabrega, Consul-General for Panama; Dr. Paul S. Lomax, New York University, New York; Seth Carlin, President, New York City Gregg Teachers' Association, New York; Dr. Frederick B. Robinson, President, The College of the City of New York; Colonel Theodore Roosevelt, Former Governor-General of Puerto Rico; Nathaniel Altholz, Director of Commercial Education in the New York City Public High Schools; Dr. Edward J. McNamara, Principal, High School of Commerce, New York; Charles E. Murphy, Past President, Advertising Club of New York; S. C. Mead, Secretary, Merchants' Association of New York; Thomas G. O'Brien, Kiwanis Club of New York.

New Courses of Study in Gregg Shorthand

IMMEDIATELY following the publication of the Anniversary Edition of the Gregg Shorthand Manual, high school and private school courses of study were issued by the Research Department of the Gregg Publishing Company to assist teachers in changing from the 1916 edition to the new one. In the high school course of study, the first six chapters of the revised Manual and "Gregg Speed Studies" were scheduled to be completed during the first semester and the remaining six chapters of the Manual, and Speed Studies VII through XIV the second semester, leaving the last six Speed Studies for the third semester.

Five school years have now elapsed since the publication of the Anniversary Edition. In those five years the superiority of the organization of the new Manual over that of the 1916 edition has been overwhelmingly proved by the increased richness of the supplementary graded dictation material from the first lesson and by the increased speed with which the early lessons are taught, enabling the pupil to devote a much larger percentage of his learning time to the reading and writing of connected matter.

An analysis of the teaching time schedules of successful theory teachers has proved that a more rapid presentation of the Manual than that outlined in the previous course of study is essential, if the general average of accomplishment is to be improved.

New Course for High Schools

In the new high school course of study just issued, the first eight chapters of the Manual are completed the first semester, together with corresponding assignments in "Gregg Speed Studies" and "Progressive Exercises in Gregg Shorthand." In the second semester, the remaining chapters of the Manual are completed and all of "Gregg Speed Studies," thereby enriching the first-year course by six additional chapters from "Gregg Speed Studies," containing over 80 pages of ungraded dictation material. The Manual, Speed Studies, and Progressive Exercises are completed one month before the end of the year, leaving the last twenty periods free to be utilized in whatever manner the teacher may deem best.

"Gregg Speed Building" is covered during the third semester. The fourth semester is devoted to applied secretarial practice, using a new text by that name, by Rupert P. Sorrelle and John Robert Gregg.

New Course for Private Schools

In the new private school course of study, the first nine chapters of the Manual, together with corresponding assignments in "Gregg Speed Studies" and "Progressive Exercises in Gregg Shorthand" are completed in 100 periods. The remaining chapters of the Manual, and all of "Gregg Speed Studies" and "Progressive Exercises" are woven into a 60-period Elementary Dictation Course, which has proved highly successful in speeding up the building of shorthand skill. This new plan is fully described in the course of study.

The advanced course follows the same teaching plan as the high school course.

The two courses of study may be had free of charge upon application to any one of the Gregg Publishing Company's offices.

New Gregg Pamphlet

THE Gregg Publishing Company has just published a sixteen-page pamphlet entitled "Vocabulary Previews and Drills." This pamphlet contains two teaching aids for the shorthand theory teacher:

1. A list of all the disjoined word-beginnings and all the joined and disjoined word-endings in the letters and articles in Gregg Speed Studies X to XX inclusive. The list is arranged in the form of a vocabulary preview for each letter and article.
2. A series of 60 drills on the disjoined word-beginnings and on the joined and disjoined word-endings in Chapters X and XI of the Gregg Shorthand Manual. The drills contain approximately 2,000 words and comprise the most complete list of its kind in print.

This material is for use with the new plan of teaching Chapters X-XI and may be obtained without charge from any one of the offices of the Gregg Publishing Company.

The Washington Meeting of the N. E. A. Department of Business Education

THE annual conference of the Department of Business Education of the National Education Association was held this year in Washington, D. C., on July 2 and 3. The theme of the convention was "Business Education for the Whole Community." A complete report of the addresses given at the meeting will be published in the October issue of the *National Business Education Quarterly*. Especially worth while were the two addresses given at the luncheon by Cameron Beck of the New York Stock Exchange, and Dr. J. C. Wright, Office of Education, Washington, D. C. The new officers for the coming year are listed in the Directory on page 73.

The principal basis for membership will continue to be the *National Business Education Quarterly*. As stated above, the October issue will be devoted to the proceedings of this conference. The December number will be issued under the special editorship of Professor H. A. Andruss of State Teachers College, Bloomsburg, Pa., and will deal with the present trends in the subject matter of bookkeeping. Outstanding exponents of various changes in the subject matter of bookkeeping will tell why they think these changes should be made. They will give definite outlines of the changes they propose.

The March, 1935, issue will be devoted to the recent trends in the teaching of office practice. That issue will be under the special editorship of Professor Peter L. Agnew, specialist in the teaching of office practice at New York University.

The May, 1935, issue will be devoted to

the teaching of advanced general business subjects. Professor H. G. Shields, Assistant Dean, School of Business, University of Chicago, will edit that issue.

A Message from President Studebaker

The Department of Business Education of the N. E. A. has had a rapid growth during the past few years. At the recent meeting in Washington a large increase in membership was reported as well as a substantial cash balance in the treasury.

The work of the past year has been under the able leadership of President Benjamin R. Haynes. Your officers for 1934-1935 pledge themselves to carry on the good work to the best of their ability. This cannot be done, however, without the support of the many teachers of business education throughout the United States.

The *National Business Education Quarterly*, which has been published by this department during the past two years, has proved itself to be worth far more than the membership fee of \$1. Plans for the coming year provide for an enlarged Quarterly, which means that greater value will be received than in the past. Dr. Herbert A. Tonne, New York University, will continue as editor of the Quarterly and will also act as chairman of our publicity committee. Any suggestions you think will help to improve the Quarterly will be welcomed by Dr. Tonne.

The clearing house for classroom teachers, started last year, will be continued under the direction of Dr. Paul S. Lomax. Teachers are urged to send to him such classroom problems as they have and thereby make this a real clearing house.

Dr. Jessie Graham will be chairman of the



M. E. STUDEBAKER
President



JESSIE GRAHAM
First Vice President



E. A. ZELLIOT
Second Vice President



RAYMOND C. GOODFELLOW
Secretary-Treasurer

membership committee for the coming year. There is no reason why we should not expect a material increase in membership for 1934-1935. Certainly, of the 30,000 or more teachers in business education, more than 900 (which represents our present membership) should be interested in the work of this department.

Do not wait for an invitation from Dr. Graham to become a member. Send one dollar to the treasurer, Raymond C. Goodfellow, Board of Education, Newark, New Jersey. Do this at once so that you may receive the first quarterly of the year. Your cooperation will be greatly appreciated.—*M. E. Studebaker.*

The University of Chicago Conference on Business Education and the Consumer

AT the second annual University of Chicago Conference on Business Education, the program of which was published in the May issue of the *BUSINESS EDUCATION WORLD* (page 542), the relations between business education and the consumer were discussed. The conference received attention not only from commercial teachers but also from many teachers of home economics and the social sciences. Approximately two hundred and fifty people, representing thirty-four states, were present.

The discussion of the first day was concerned with the position of the consumer. The contributions of Leverett S. Lyon of Brookings Institution, Washington, D. C., Miss Hazel Kyrk, Associate Professor of Home Economics and Economics, University of Chicago, and Joseph Grein, former City Sealer of Chicago, dealt respectively with economic organization, and information for, and the deception of, the consumer. Dr. Lyon's contribution was particularly interesting because of his closeness to present governmental policy. His paper was a penetrating analysis of the economic organization from the consumer's point of view. Miss Kyrk supplied a valuable bibliography of sources of information for the consumer. Mr. Grein gave an almost spectacular talk about his experiences as City Sealer and indicated clearly how consumers, especially those from lower income groups, are frequently deceived by merchants. His speech was much enriched by a very enlightening exhibit of fraudulent weights and measures.

Dean W. H. Spencer of the School of Business of the University of Chicago, and Paul H. Douglas, Professor of Economics, University of Chicago, and members of the Consumers' Advisory Board discussed the position of the consumer in the present emergency.

The speakers of the second day's sessions considered the status and the means of consumer education. J. L. Palmer, Professor of Marketing, University of Chicago, analyzed the effect of advertising upon the consumer and discussed many issues and problems which are of notable interest to business teachers. His paper will be published in a forthcoming issue of the *BUSINESS EDUCATION WORLD*.

The papers of Leonard V. Koos, Professor of Secondary Education, and H. G. Shields, Assistant Dean of the School of Business of the University of Chicago, and of Henry Harap, Associate Professor of Education, Western Reserve University, dealt with consumer education in terms of textbook material available and curriculum problems.

All of the meetings were followed by interesting discussion sessions, in which commercial as well as other teachers in secondary schools and colleges participated. The presentation of several possibilities of cooperation among the various departments of the school interested in consumer education was one of the most valuable outcomes of the conference.

Because of the widespread interest which business teachers have shown in the social concept of business education, the School of Business of the University of Chicago plans to continue this annual conference. The conference for 1935 will consider the problems of business education and the investor. Both the 1934 and the proposed 1935 conferences are outgrowths of the first conference, which was concerned with the Reconstruction of Business Education on the Secondary Level.*

—*Harold G. Shields.*

* Proceedings published in full under the title of "Proceedings of the University of Chicago Conference on Business Education." The Gregg Publishing Company. 50c.

Next month "The Extent to which Business Educates the Consumer,"
by J. L. Palmer, Professor of Marketing, University of Chicago.

Conference on Use of Direct-Method Materials

ON June 26, nearly 100 teachers, students, and others interested in experimental work in shorthand assembled in the School of Business of the University of Chicago for a conference on the use of direct-method materials for Gregg Shorthand. The conference was organized and directed by Miss Ann Brewington, Assistant Professor, School of Business, University of Chicago. These teachers came from 20 states for this conference—New Jersey, Illinois, New York, Wisconsin, Arizona, Minnesota, Indiana, Ohio, Michigan, Pennsylvania, Alabama, California, Texas, Oklahoma, Mississippi, Iowa, Utah, Connecticut, Nebraska, and Tennessee.

Although a number of carefully prepared papers were read, giving statistical data concerning the use which these teachers had made of the direct method of teaching shorthand in all parts of the United States in all types of schools, from the junior high schools to colleges and state normal schools, the most helpful part of the conference was the unusual degree to which the teachers present on the floor participated in the discussion. Although that discussion developed some heat, it also brought forth more than a corresponding degree of light.

Perhaps one of the best features of the conference was that it made no attempt to settle questions. The conferees were more interested in raising matters for discussion than in attempting to elaborate some sort of an answer without sufficient foundation. Some of the questions which were brought up and discussed without final settlement were:

Is it more desirable to begin with the reading adaptation or the writing adaptation?

At what point in the course should transcribing be begun and what, if any, special teaching devices are required to make our pupils good transcribers?

If we never have our pupils in school write a mailable letter, how is the pupil going to learn how to write mailable letters?

What constitutes a mailable letter?

The contributions of the day were summarized by a jury-panel discussion. Miss Nellie Ogle, State Teachers College, Bowling Green, Ohio; Miss Ernestine Donaldson, School of Business, University of Minnesota; Miss Ann Brewington, School of Business, University of

Chicago; Louis A. Leslie, Gregg Publishing Company; and B. M. Swinford, Ball State Teachers College, Muncie, Indiana, constituted the jury.

Copies of the proceedings can be obtained from Ann Brewington, School of Business, University of Chicago, at 50c a copy.

It is our hope that this conference may become an annual affair and that, as it becomes better known, the attendance will increase from year to year. However, it was most encouraging to the promoters of the conference to have nearly 100 teachers at the opening session, in spite of the relatively small amount of publicity which the conference had received in advance.—*Louis A. Leslie.*

Bowling Green Conference

THE College of Commerce of the Bowling Green Business University, Bowling Green, Kentucky, held a conference July 19 and 20 on Business and Business Education. The conference was opened by Dr. J. L. Harman, president of the University. Dr. A. R. Kent, president of the University of Louisville, presided at the first session.

The speakers at this session were: U. S. Senator M. M. Logan, of Bowling Green, and Harry Collins Spillman, New York City.

Other speakers who addressed the conference and their subjects were:

Dr. C. E. Arnold, Dean, Vanderbilt Law School, Nashville, Tenn., "Relations of Law and Business Training"; A. J. Lawrence, Assistant Professor of Economics, University of Kentucky, Lexington, "The Old, the Present, and the Prospective Objectives of Business Education"; J. Walter Ross, South Hills High School, Pittsburgh, "Relationships Between Business Education and Other Kinds of Education"; W. H. Arnold, Dean, Bowling Green College of Commerce, "The Job of the Teachers to Meet the Needs of Socialized Business Subjects"; S. E. Cranfill, Bowling Green College of Commerce, "The Public's Reward after Business Subjects Are Socialized"; Dr. Gus Dyer, Vanderbilt University, Nashville, "The New Deal"; Dr. Bruce R. Payne, President, Peabody College, Nashville, "The New Deal"; N. B. Curtis, Westinghouse High School, Pittsburgh, "The Ever-Increasing Credentials of the Progressive Commercial Teacher"; M. E. Studebaker, Director, Department of Commerce, Ball State Teachers College, Muncie, Ind., "How Business Education May Improve Citizenship."

Commercial Student Clubs

Editor, DORA H. PITTS

Western High School, Detroit, Michigan

Show us a commercial faculty and student body with the initiative and enthusiasm to organize and conduct an enterprising and successful commercial club, functioning outside of the classroom and away from textbooks, and we will show you a school in which superior standards are being reached in the classroom. Western High School of Detroit is such a school. We have asked Miss Pitts, the sponsor of the three commercial clubs of that school, to describe in this issue how commercial clubs contribute to the student's education.

The BUSINESS EDUCATION WORLD wishes to encourage a wider use of this type of student-body activity and extends an invitation to all commercial club sponsors to exchange experiences through the columns of this magazine. Address your correspondence to the Commercial Student Clubs Editor, the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, New York.

DEAR FELLOW TEACHERS: Will you not assist me in making this department one of the many interesting and helpful features of the BUSINESS EDUCATION WORLD? I am sure that many of you have found that your school clubs have promoted scholarship and quickened the interest of your pupils. Will you not share the secrets of your success with the other readers of this magazine? We are all eager to serve our pupils to the utmost, and you may have the key to open the door to success for many young people.

Write us about your clubs, send us a program of one of your meetings, tell us of your plans for the coming year, and state the result of your club work during the past term.

This interchange of ideas on the socialization of our work will, we believe, be of great value in increasing the enthusiasm and efficiency of those whose careers lie so largely in our keeping.

To introduce this new department to our readers I have been asked to write something concerning the commercial clubs in the Western High School of Detroit.

First, let me say that the principal of our school, Ivan E. Chapman, is in hearty sympathy with the work of all the clubs in the various departments of our school, and his encouragement has been of untold value to the sponsors and officials of the organizations.

In the commercial department there are three clubs, and I have the privilege of acting as sponsor to all of them. Nothing that I have ever done in my long career as teacher

has given me the satisfaction that I have enjoyed in the fellowship with the members of these societies. I find that the best scholars, as a rule, are attracted to the club work, and that the older members are splendid guides and mentors for the freshman group.

Western High Commercial Alumnae Club

The oldest of the three clubs is the *Western High Commercial Alumnae Club*, organized about ten years ago in accordance with the suggestions set forth in the book "Commercial Clubs." This club has a beautiful gold emblem, manufactured for its exclusive use, in the form of a Gregg fountain pen supported by a pair of wings—the symbol of speed—and bearing the initials of the club. This organization, as its name indicates, is composed of graduates of the commercial department of the school. Its program is varied, consisting of social, educational, and public welfare features. The club early in its history initiated an annual banquet at the school and a Christmas party for the inmates of the Salvation Army Orphan Home of Detroit. Afterward, it generously allowed the other clubs to join in these features. The members assist each other in finding positions, and many times by their timely advice help their sisters to gain promotions.

The Notary Club

The second oldest club is the *Notary Club*, of which Miss Irma Kidd was the first and very efficient sponsor. Due to ill health, she

was forced to relinquish the work, and I was given the honor of carrying it on. The membership is open to any pupil of the commercial department who has passed in all his subjects in the semester previous to his application. The attendance varies from 30 to 125. The dues are 25 cents a semester. The money is used to pay for refreshments and for dolls which the girls take great pleasure in dressing for the annual Christmas tree sponsored by the three clubs. Demonstrations of speed in typewriting and shorthand, educational movies, illustrated talks on school subjects, social programs, plays on commercial topics, trips to the plant of the largest commercial stationery firm in the city and to Mr. Ford's Greenfield Village, a picnic, and the annual banquet filled their meetings with interest last year.

The 140 Club

The youngest, but not the least enthusiastic club in the department, is the *140 Club*. This club is made up of those pupils in the shorthand classes who have passed the 120-word transcription test sent out by the *Gregg Writer* and are seeking the 140-word award. Of course, at the beginning of a semester the membership is very small, but it gradually increases. Last year there were twenty mem-

bers in June, three of whom had passed the 140-word test. In June, 1933, seven members of the club wore the beautiful 140-word medal. The club meets weekly and has no dues, but elects officers.

The meetings are given over to practicing for higher speeds in shorthand, but once each term a social afternoon is held. Last year the club entertained the *Writers Club* of Northern High School (Miss Eleanor Skimin, sponsor), and in June gave a tea for the girl graduates of the commercial department. The club also joins with the other commercial clubs in their annual Christmas party and the annual banquet in June.

Much might be said of the interesting meetings, the splendid speakers at the lectures and banquets, the gay showers for prospective brides, the joyous picnics, the life friendships formed within these clubs, and the enthusiasm for good workmanship inspired by the programs and better still by the contact with the highest types of scholarship, but space forbids. I can only say in closing that I feel that many young people have been inspired, encouraged, and strengthened by these clubs.

What is your school doing along this line? Write us your experiences so that others may be inspired to make greater use of this helpful pedagogic device.

Discussion

IN the May, 1934, issue of *THE BUSINESS EDUCATION WORLD*, page 529, Frederick G. Nichols in discussing "Preemployment Business Training" says, "I leave it to the imagination of you bookkeeping teachers to determine just how many principles of bookkeeping you can teach without reference to capital, expenses, purchases, sales, profits, losses, accounts, books of original and final entry, and business statements."

Originally, Professor Nichols delivered this criticism in an address before the Eastern Commercial Teachers' Association at Boston on March 29, 1934.

The criticism is directed at an article appearing in the February, 1934, issue of this magazine entitled "The Socialized Bookkeeping Course." While the author freely admits that there are two current points of view regarding the future of bookkeeping instruction in the high school, he does wish to call the attention of the readers of *THE BUSINESS EDUCATION WORLD* to the fact that Professor Nichols has selected unre-

lated sentences in several paragraphs as quotations which, when brought together, give an impression which is entirely different from the one gained in reading the article continuously from beginning to end.

As for the deletion of capital, expenses, purchases, sales, profits, losses, accounts, books of original and final entry, and business statements" from the bookkeeping course, the author would call the attention of the critic to that portion of the article on pages 276 and 277 of the February issue with the idea of showing that a reasonable reading of the outline of the course will show that net worth is mentioned in the first bookkeeping cycle. Possibly Professor Nichols does not recognize that net worth and capital are equivalent accounting terms. Expenses are also treated in the first bookkeeping cycle. However, purchases and sales are not mentioned. Net income is substituted for net profit. Losses are not mentioned but are specifically inferred as negative aspect of net income. Certainly no careful reader can mistake

the presence of both the "T" account and the standard-ruled account in the first and succeeding bookkeeping cycles. The books of original and final entry mentioned are the day book, two-column journal, cash book, and ledger. The business statements mentioned are the balance sheet and the statement of income and expense.

A criticism based on a partial or superficial reading of the article is misleading, and it is my purpose at this time to draw the attention of those who are interested in the future of bookkeeping to the lack of foundation for at least a part of the criticism.

While it is recognized that the reorganization of bookkeeping should be approached with a great deal of care, admitting that it is quite possible that one may "dilute" the subject matter of bookkeeping to the extent that those who are taking it are "deluded" in the belief that they possess a vocational or occupational efficiency which is not truly practical, it is hoped that future criticism will not be based on misquotations, satire, and a personal appeal to maintain the "status quo" of commercial education at all costs.

Socialized bookkeeping is not an accomplished fact, but we should not proceed with a closed mind expecting others to follow under the threat of a possible loss in the number of commercial school students enrolled in our present high school.

We who remember the birth of junior business training realize that it was first justified by Professor Nichols in Pennsylvania, chiefly as a vocational course to train "drop-outs." Subsequent developments in that subject have justified the offering of junior business training to all junior high school students on the basis of its personal use or social values. Is it not possible that the critic of socialized bookkeeping is following for the second time a path of thought which time and experience have proved to be misleading?—*H. A. Andruss, Director, Department of Commerce, State Teachers College, Bloomsburg, Pennsylvania.*

MR. HAGAR'S articles in the BUSINESS EDUCATION WORLD have been an inspiration to me.¹

I particularly appreciate "knowing what one is teaching." I am quite sure that as a student I should receive very little inspiration from an instructor who could not do what he or she was trying to teach me. I wish that some of the Boards of Education in the smaller schools would get this idea. So many times when the teachers arrive in the fall for their assignments, the English teacher may be asked to teach shorthand, the French teacher may be asked to teach typing, and perhaps the manual training

teacher, bookkeeping. I have known many cases in which the teacher had never used a typewriter—or, if at all, had used the "Hunt and Peck" system; and the teacher teaching shorthand had never had any instruction but was expected to keep just a lesson ahead of the class.

I should like to have every candidate for a shorthand teaching position submit an application written in shorthand, for, after seeing the outlines which teachers sometimes write, I wonder how they can expect their students to write either correctly or beautifully. I believe it is because of their own knowledge of their lack of writing ability that so many teachers do not use the blackboard more in teaching shorthand. I am glad to see this point emphasized. I write constantly for my theory students. I am frequently discouraged at the results I get, but I wonder how bad they would be if I did not use the blackboard. I work on the principle, "Never permit a student to see an incorrect outline."

I spend a minimum amount of time on rules. I never insist that a student be able to repeat a rule in the words of the text. I am interested in its correct application. I believe very few teachers give as much sentence dictation as I do. From the very beginning, my students are writing sentences.—*Ethel Mae Brackin Gross, formerly Instructor, Northwestern School of Commerce, Portland.*

• • •

DR. ELMER G. MILLER, Pittsburgh's progressive director of commercial education, and a national authority on the pedagogy of handwriting, was the recipient of the following unique alphabeta-gram from the pen of J. D. Todd:

*Elmer G. Miller
Director of Commercial Education
and Handwriting
Pittsburgh, Pennsylvania*

*Anyone who Becomes Capable and
is Declared Efficient First is Given
High and Important Jobs for the
Kind of Labor performed. Miller
was Never Out Pointed, is Quite
a Resourceful Speaker Thorough
in Understanding, in Various
Ways Experienced and Youthfully
Zealous.*

¹ "Back to Fundamentals," by Hubert A. Hagar, the BUSINESS EDUCATION WORLD, September and October, 1933. Reprinted as a monograph, The Gregg Publishing Company, 24 cents.

Reprinted from *The Educator*, June, 1934.

School News and Personal Notes

JOHAN W. STUDEBAKER, superintendent of the Des Moines public schools for the past fourteen years, took office as United States Commissioner of Education on September 1, succeeding Dr. George F. Zook, who has accepted the directorship of the American Council of Education, a privately endowed educational research agency with headquarters in Washington, D. C. Mr. Studebaker accepted his appointment for one year only and expects to return to the Des Moines superintendency next year. During his absence the educational and administrative policy of the Des Moines schools will be carried on by W. A. Merrill, assistant superintendent of schools.

Mr. Studebaker is considered one of this country's outstanding school administrators and has initiated several educational innovations of decided value, among them being the Smouse Opportunity School for physically handicapped children and the public forums, which have served as a pattern for adult education throughout the nation.



JOHN W. STUDEBAKER

WOODBURY COLLEGE, Los Angeles, California, celebrated its golden anniversary on July 19. Founded in 1884 by F. C. Woodbury, it was the first business-training institution in Los Angeles. In 1922, R. H. Whitten became the first executive of the College and is its present head. The *BUSINESS EDUCATION WORLD* joins the many friends, alumni, and students of Woodbury in extending best wishes for a future as full of worth-while service as the College has given during its first half century.

J. L. SALET, associated with the Remington Typewriter Company for the past twenty years as its school representative in the New York metropolitan area, has been appointed manager of Remington-Rand's School Department. Mr. Salet's broad experience in this field gives him a splendid background for his new duties.

ETTA C. SKENE received her Ph.D. degree from New York University in June. The title of her dissertation is "Occupational Analysis As a Basis of Bookkeeping Curricula of Public Secondary Schools." An abstract

of this dissertation will appear in a forthcoming issue of this journal. Miss Skene is known to our readers as a co-author of "Teaching Principles and Procedures in Gregg Shorthand."

T. E. MUSSELMAN, secretary of Gem City Business College, Quincy, Illinois, has been awarded the degree of Doctor of Science by Carthage College in recognition of his outstanding contribution in the field of bird conservation and nature study.

T. E.'s fame as a naturalist and a lecturer and writer on bird life parallels his business-education reputation. He is known throughout the Middle West as "T. E., the Bird Man." His outstanding piece of writing is "A History of the Birds of Illinois." He is also interested in athletics and holds over forty cups that he has won in major tennis tournaments.

DR. EARL W. ATKINSON has taken over new duties as Associate Professor of Commerce, State Teachers College, San Jose, California. He is on leave of absence from the Department of Business Education at Arizona State Teachers College, Flagstaff, of which he is the Director.

THE *Social Frontier* is the name of a new journal of educational criticism and reconstruction which will appear next month. Dr. George S. Counts of Columbia University is the editor and Dr. William H. Kilpatrick is chairman of the board of directors, which contains the names of some thirty outstanding educators. This new journal proposes to pass in critical review every important educational event, institution, theory, and program. Its editorial offices are located at 66 West 88th Street, New York City.

FOR the fourth successive year, students of Mrs. Betty K. duGuay of the Campbellton, New Brunswick, High School, have received honorable mention for the excellence of their *Order of Gregg Artists* examinations.

LEO T. FOSTER is head of the commercial department of the new Jeremiah E. Burke High School for Girls in Roxbury, Massachusetts. This new high school, completed at a cost of \$1,500,000, was built to relieve congested conditions in the Dorchester High School for Girls, a few blocks away.

Mr. Foster taught for several years with Frederick Corney of the High School of Commerce, Boston.

THE Minnesota School of Business, which has been in continuous operation since 1877, has moved to more spacious quarters at 24 South Seventh Street, Minneapolis, where 9,000 square feet of space will be devoted to all phases of secretarial and business training. Sound-proof and temperature-resisting materials will insure quiet and comfort both in winter and summer. O. M. Correll, W. E. Kamprath, and Grace E. Correll are the proprietors.

SEÑORA MARÍA TERESA CAMACHO, Puerto Rican representative of the Eastern Commercial Teachers Association, announces the opening of a fourth business school at Aguadilla. Señora Camacho began teaching shorthand and typewriting in her home while a teacher in the public high school at San Juan. The number of private pupils grew until she had to drop her high school appointment and concentrate on her own business school, the Colegio Royal Gregg. Other schools later established by her were: Bayamon Business College, Caguas Royal Gregg School, and her latest, Aguadilla Royal Gregg School.

ALPHA IOTA has been busy during the past year holding enthusiastic regional and state meetings throughout the United States.

The First Conclave of Eastern Chapters met in Wilmington, Delaware, with Alpha Lambda chapter, Goldey College, acting as hostess. The 1935 Conclave will be held in New Haven, June 1-2 with Alpha Mu chapter, Stone College, and New Haven Alumnae the hostesses.

The First Southern Conclave was held at Fort Worth, Texas. Gamma Delta chapter at Brantley-Draughon College was hostess.

The Third Illinois Conclave was held at Galesburg. Nu chapter at Brown's Business College and the Galesburg Alumnae chapter acted as hostesses.

The Michigan State Association of Alpha Iota organized its first Spring Conclave at Kalamazoo. The hostesses were Alpha Rho chapter, Parsons Business School, and the Kalamazoo Alumnae chapter. The next conference will be held in Detroit this fall.

The Northwest chapters held their Second Annual Conclave on Bainbridge Island, Puget Sound. Mrs. Elsie M. Fenton of Des Moines, the National President of Alpha Iota, was the guest of honor. Mrs. Edna P. Kent, Metropolitan Business College, Seattle, Vice President of Alpha Iota, was in charge of local arrangements.

The Fourth National Convention of Alpha Iota will convene this year in Des Moines, October 20 to 23.

MR. VICTOR LEE DODSON, president, Wilkes-Barré Business College, Inc., announces the removal of his school to enlarged quarters in the new fourteen-story Deposit and Savings Bank Building of Wilkes-Barre, Pennsylvania.

GRESHAM Hotel, Dublin, Ireland, was the scene of an enjoyable affair when The Gregg Schools, Limited, held their reunion dance, April 20 of this year. Over three hundred teachers, students, and friends attended the ball, the proceeds of which were given to the *Evening Herald* Boot Fund.

An illuminated souvenir program, with a Celtic interlacing design worked in purple and gold, was prepared for the event by Mr. John G. Stokes. In the center panel, written in Gregg Shorthand, was the greeting, "A Very Hearty Welcome to Our Visitors."

International Commercial Schools Contest

Held at the Century of Progress Exposition

Chicago, June 28, 1934

THE second International Commercial Schools Contest was held at the Century of Progress Exposition in Chicago, June 28. The contest was in charge of a committee composed of W. C. Maxwell, Hinsdale, Illinois, High School, who has directed the Illinois state commercial contests for many years; Mrs. Marion F. Tedens, director of typewriting instruction, Chicago public schools; and

Dr. Harold G. Shields, assistant dean, School of Business, University of Chicago, assisted by a representative international advisory board.

Three types of schools participated in the contests: public and parochial secondary schools, private business colleges, and universities.

The official report of the contest, issued by the Contest Committee, follows:

SHORTHAND

[The shorthand scores represent the net transcribing rate. The penalty for each error, typographical or transcription, was weighed at the rate of five words per error, which was deducted from the gross transcription to give the net rate. Transcription time for all shorthand events was twenty-five (25) minutes. Each "take" was ten minutes long. Dictation material consisted of letters and literary material.]

Event No. 1—70-Word Rate, Division I, High School Class A (Novice 2 Semesters)

Rank	Winner	School and Instructor	Errors	Net Rate
1	Violet Molner	John Hay High School, Cleveland. E. E. Hess	22	44.7
2	Margaret Adair	John Hay High School, Cleveland. E. E. Hess	26	41.6
3	Eleanor Cheky	John Hay High School, Cleveland. E. E. Hess	29	37.1

Event No. 2—100-Word Rate, Division II, Business College Class A (Novice 2 Semesters)

1	Helen McVoy	Syracuse Secretarial School, Syracuse, New York. Laura E. Tripp	73	34.0
2	Wilma Bess	Gallagher Business College, Kankakee, Illinois. Vera Bowen	23	24.6
3	Martha Swanson	Gallagher Business College, Kankakee, Illinois. Vera Bowen	52	18.5

Event No. 16—100-Word Rate, Division I, High School Class B (Amateur 4 Semesters)

1	Mary Louise Huste	John Hay High School, Cleveland. E. E. Hess	64	45.5
2	Viola Chevako	John Hay High School, Cleveland. E. E. Hess	54	39.9
3	Dorothy Vedral	Pullman Technical High School, Chicago. Roberta V. Wood	42	29.6

Event No. 22—120-Word Rate, Division I, High School Class C (Open)

1	Mary Louise Huste	John Hay High School, Cleveland. E. E. Hess	67	50.8
2	Mildred Yenchins	John Hay High School, Cleveland. E. E. Hess	61	41.8
3	Frances Basar	John Hay High School, Cleveland. E. E. Hess	39	38.6

Event No. 23—150-Word Rate, Division II, Business College Class C (Open)

1	Arthur Delau	Gregg College, Chicago. Helen W. Evans	60	22.0
2	Reecie Hodgson	Gregg College, Chicago. Helen W. Evans	95	18.8
3	Rex Rowland	Gregg College, Chicago. Helen W. Evans	41	16.7

TYPEWRITING

[The typewriting test consisted of ten minutes of letter writing with tabulations copied from set-solid manuscript and fifteen minutes of straight copy. Complete test was scored on the stroke basis, fifty strokes deducted from gross strokes for each error.]

Event No. 4—Division I, High School Class A (Novice 2 Semesters)

Rank	Contestant	School and Instructor	Gross	Pen.	Net Rate	Machine
1	Mary D. Burger	High School, Abilene, Texas. R. G. Cole	1371	50	88.0	L. C. Smith
			309	40	26.9	
	Test Average				63.6	

Rank	Contestant	School and Instructor	Gross	Pen.	Net Rate	Machine
2	Julia Raessler	John Hay High School, Cleveland.				Underwood
		Mae LaMotte	1244	90	77.0	
			260	30	23.0	
		Test Average			55.3	
3	Marjorie Eisenegger	John Hay High School, Cleveland.				Underwood
		Mae LaMotte	1301	170	75.4	
			286	60	22.6	
		Test Average			54.2	
<i>Event No. 5—Division II, Business College Class A (Novice 2 Semesters)</i>						
1	Jane Schmidt	Wilcox College of Commerce, Cleveland. Blanche Ralph	1126	60	71.1	Woodstock
			271	40	23.1	
		Test Average			51.8	
2	Len J. Buckley	Gregg College, Chicago. Olive Bracher	1257.6	300	64.0	Woodstock
			290	50	24.0	
		Test Average			47.9	
3	Helen McVoy	Syracuse Secretarial School, Syracuse, N. Y. Mrs. W. O. Jones	1114	170	62.9	L. C. Smith
			240	60	18.0	
		Test Average			45.0	
<i>Event No. 6, Division III, University Class A (Novice 2 Semesters)</i>						
1	Maurine Deich	Central Normal College, Danville. Indiana. Blanche Wean	505	50	30.3	Royal
			198	40	15.8	
		Test Average			24.5	
<i>Event No. 17—Division I, High School Class B (Amateur 4 Semesters)</i>						
1	Alice Zika	West Technical High School, Cleveland. Mrs. Lucile Stewart	1411	110	86.7	Woodstock
			506	20	48.6	
		Test Average			71.5	
2	Magdalen Vilesek	John Hay High School, Cleveland. Mae LaMotte	1430	170	84.0	Underwood
			516	60	45.6	
		Test Average			68.6	
3	Virginia Krejsa	John Hay High School, Cleveland. Mae LaMotte	1346	140	80.4	Underwood
			493	10	48.3	
		Test Average			67.6	
<i>Event No. 18—Division II, Business College Class B (Amateur 2 Years)</i>						
1	Mary Jane Zwilling	Wilcox College of Commerce, Cleveland. Blanche Ralph	1250	90	77.3	Woodstock
			476	20	45.6	
		Test Average			64.6	
2	Elizabeth Doaweller	Calhoun Secretarial School, Minneapolis. Elva Nygaard	1164	60	73.6	L. C. Smith
			465	40	42.5	
		Test Average			61.2	
3	Elsie Jane Schrody	Gregg College, Chicago. Olive Bracher	1234	150	72.3	Underwood
			511	110	40.1	
		Test Average			59.4	
<i>Event No. 19—Division III, University Class B (Amateur 4 Semesters)</i>						
1	Nellie Merrick	University of Washington, Seattle. Dr. August Dvorak	1430	130	86.7	Royal
			595	70	52.5	
		Test Average			73.0	
2	Aliene Weber	Central Normal College, Danville. Indiana. Blanche Wean	1236	150	72.4	Royal
			523	40	48.3	
		Test Average			62.8	
3	Mary M. Whittinghill	Central Normal College, Danville. Indiana. Blanche Wean	1125.4	130	66.3	Underwood
			481	40	44.1	
		Test Average			57.5	
<i>Event No. 25—Division I, High School Class C (Open)</i>						
1	Marie Thiem	West Technical High School, Cleveland. Mrs. Lucile Stewart	1495	70	95.0	Woodstock
			556	0	55.6	
		Test Average			79.2	
2	Ann Cieply	John Hay High School, Cleveland. Mae LaMotte	1447.7	70	92.0	Underwood
			547	40	50.7	
		Test Average			75.4	

Rank	Contestant	School and Instructor	Gross	Pen.	Net Rate	Machine
3	Alice Zika	West Technical High School, Cleveland. Mrs. Lucile Stewart	1411 506	110 20	86.7 48.6 71.5	Woodstock
		Test Average				

Event No. 26—Division II, Business College Class C (Open)

1	Reecie Hodgson	Gregg College, Chicago. Olive Bracher	1363 420	80 20	85.5 40.0 67.3	Woodstock
		Test Average				
2	Marion Lybbert	American Institute of Business, Des Moines. Katherine Holland	1589 533	340 140	83.3 39.3 65.7	Underwood
		Test Average				
3	Beth Anderson	Henager Business College, Salt Lake City. Reta Sudbury	1456 517	280 90	78.4 42.7 64.1	Woodstock
		Test Average				

Event No. 27—Division III, University Class C (Open)

1	Nellie L. Merrick	University of Washington, Seattle. Dr. August Dvorak	1430 595	130 70	86.7 52.5 73.0	Royal
		Test Average				
2	Dwight Davis	University of Washington, Seattle. Dr. August Dvorak	1305 529	330 80	65.0 44.9 57.0	Royal
		Test Average				
3	Raphael Kuvshinoff	University of Washington, Seattle. Dr. August Dvorak	1223.8 364	280 50	63.0 31.4 50.3	Underwood
		Test Average				
*	Grace Phelan	Duquesne University, Pittsburgh. Pa. Dr. R. J. Worley	1717 637	40 20	112.0 61.7 86.85	Underwood
		Test Average				

Perfect Copy—Novice Event

Virginia Martin	Henager Business College, Salt Lake City.....	Strokes 2265	Machine Woodstock
-----------------	---	-----------------	----------------------

Miss Martin achieved this record writing on straight copy with one hand.

MACHINE CALCULATION

Event No. 10—Division I, High School Class A (Novice 2 Semesters)
(Median time—35 minutes)

Rank	Contestant	School and Instructor	Minutes	Errors	Net Grade
1	Frances Deisenroth	Austin High School, Chicago. O. C. Alexander	29	4	92.7
2	Pearl Albin	Austin High School, Chicago. O. C. Alexander	23	17	86.0
3	Lucille Waiflein	Lake View High School, Chicago. Mrs. J. C. Knauss	24	18	85.0

BOOKKEEPING

Event No. 7—Division I, High School Class A (Novice 2 Semesters)
(Median time, first-year test, 60 minutes)

Rank	Contestant	School and Instructor	Minutes	Errors	Net Grade
1	Dorothy Bosket	High School, Harrisburg, Ill. T. C. Search.	48	12	89.3
2	Hobart Smith	Worth High School, Whitestown, Ind. Ernest L. Walker	35	30	81.7
3	Wayne Fredericks	High School, Wakarusa, Ind. Kenneth E. Sipe	38	29	81.3

Event No. 8—Division II, Business College Class A (Novice 2 Semesters)

1	Clifton Lux	Lake College of Commerce, Waukegan, Ill. L. J. Johnson	60	20	80.0
2	Harold Wilson	Wilcox College of Commerce, Cleveland. D. W. Clinger	60	35	70.0
3	Herbert Pfeiffer	Davis Business College, Toledo. A. C. Sloan.	56	47	63.3

*Grace Phelan was announced at the Century of Progress as the International School Champion Typist. Miss Phelan has been disqualified because of professional training and experience and non-enrollment in the contesting subject. [A special write-up of Miss Phelan's remarkable typing skill will appear in the October issue.—Editor.]

Miss Marie Thiem, West Technical High School, Cleveland, Ohio, who had the next highest rank in the typewriting events is now acclaimed International School Champion Typist, having a writing rate of 95 words per minute on straight copy and 55.6 words per minute on letter set-up.

(Continued on page 80)

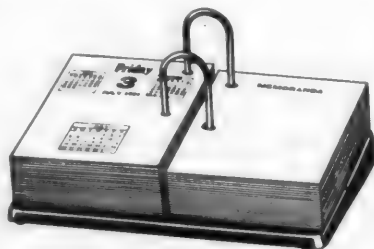
Office Supplies and Equipment News

By ARCHIBALD ALAN BOWLE

News gathered from the office supplies and equipment marts of the world, to keep you in touch with new office appliances, systems, and procedures. Descriptive brochures and circulars will be sent you on request. Use the handy coupon.

1. Watch Your Postage! Some idea of the importance of postal information can be gained from the fact that in one large city alone in 1933, 10,000,000 pieces of mail carried excess postage. The Triner Air Mail Scale, which gives hair-line over-underweight indication will help eliminate this waste. Projects for the efficient use of this scale in the classroom are being prepared by the manufacturer.

2. On every teacher's desk should be a calendar pad for notations of various kinds. The Columbia Art Works of Milwaukee have prepared for 1935 an excellent series entitled "Success Calendar Pads."



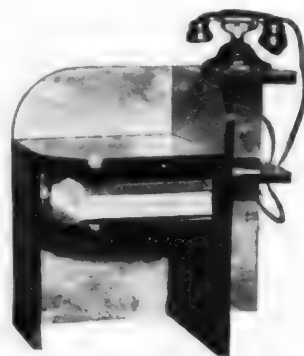
The Success Calendar Pad

3. No strings or tapes are required to close "Noetape" expanding envelopes, offered by Josephson Manufacturing Corporation, New York City. They are made of red rope paper and supplied with either paper or cloth gussets. The flap is entirely cloth covered.

"Noestring" envelopes in the same style as "Noetape," but of one piece construction, are also offered. Looks like a good buy to us!

4. The new Remington typewriter, Model 16, has many new features: the extended drop-spoon carriage; the positive tabulator stop lock, and a new tension control knob, permitting adjustment so that cards and paper are held snugly against the cylinder.

5. A useful telephone stand and seat has recently been designed by the Auburn Park Woodworkers of Chicago. It is modern in



A Useful Telephone Stand

mode, birch, finished in either maple with ebony stripe or in plain walnut—23 x 23 inches. Ideal School Supply Company handles it.

More News from the Field

FIFTY years as president of a Corporation is quite a record, and we extend congratulations to Mr. A. B. Dick, who has the unique distinction of being president of A. B. Dick Company, manufacturers of the mimeograph, for fifty years.

NEXT month, October 15 to 20, the annual National Business Show will be held in the new Port Authority Commerce Building, New York City, where you will have a chance to see the latest set-up in office supplies and equipment.

The Direct Mail Advertising Association and Graphic Arts will also exhibit in conjunction with this show.

A. A. Bowle, 270 Madison Avenue, New York, New York.
(September, 1934)

Please send me, without obligation, further information about the products circled below.

1 2 3 4 5

Name

Address

IF it is files that you are interested in, better get a copy of the May issue of *Office Appliances* and read the filing supplies section including "The File Clerk's Dilemma, or How to Assist 'Em with Systems."

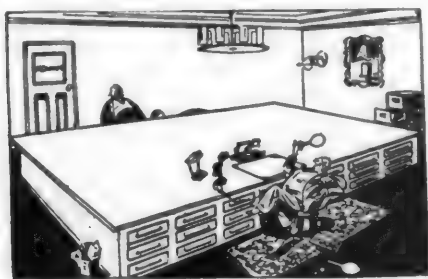
AIR-CONDITIONED offices have no street dust. Therefore, says Shaw-Walker Company, no covers are needed for typewriters. To back up this contention they have built typewriter desks with a fixed platform instead of the usual "drop" or "well" for the machine to do the disappearing act.

HAVE you seen the "Treenwon" cutting instrument, invented by O. M. Batrud—a combination knife, steel eraser, and a pencil, or an envelope opener, as desired?

DO you know that 1,440,000 words were written on the Corona Portable in the creation of the sensational character that you have heard over the radio, "The Shadow," by Maxwell Grant?

HAVE you seen the bronze plaque on the corner of Dey and Broadway, New York City, commemorating the 50th anniversary of the fountain pen?

KNOWING the English business man's penchant for ping-pong, the *London Passing Show* published the following:



The Manager: "Yes, I had it specially made for ping-pong."

Graded Material Contest

THIS month's issue of *The Gregg News Letter*, announces a series of monthly contests for the best pieces of material graded to accompany the chapters of the Anniversary Edition of the Gregg Shorthand Manual. Each month the contest will be for material on a different chapter, beginning with Chapter I this month, Chapter II in October, Chapter III in November, and so on.

The material submitted may be business letters, simple, interesting articles, stories or

anecdotes written as far as possible in normal English, with no attempt to "pack" the material with words coming under any given principle.

Rules of the Contest

1. Prizes will be as follows: First prize, \$10; second prize, \$5; third, fourth, and fifth prizes, Gregg Official Fountain Pen.

2. The papers submitted must be graded in accordance with the Anniversary Edition of the Gregg Shorthand Manual. Each entry must contain a minimum of 200 words.

3. A contestant may present as many sets of papers as he desires each month.

4. The papers must be typewritten, double spaced, and must contain on the first lines of each page the following information: Name of contestant, name of school and position, street address and city, the number of the chapter.

5. The contest is open to teachers of shorthand and typewriting only; *no fees of any kind are required.*

6. As the prize-winning papers are to be published in our magazines, or in other form, for the benefit of students and teachers, all papers submitted become the property of the Gregg Publishing Company.

7. Papers submitted for Chapter I must be received by November 1, 1934, at the address given in the following paragraph.

8. Papers are to be mailed to Louis A. Leslie, *The Gregg News Letter*, 270 Madison Avenue, New York, N. Y.

9. The material submitted will be evaluated on the following basis: (a) accuracy of grading (b) literary excellence and originality (c) freedom from unusual or rare words or unnatural expressions.

10. The judges, whose decision must be considered final, are Rupert P. SoRelle, Louis A. Leslie, and Charles Zoubek.

Do You Wish a Bound Copy of Last Year's B.E.W.?

IN September, 1933, the BUSINESS EDUCATION WORLD was announced as the successor to the *American Shorthand Teacher*, a thirteen-year-old publication which had grown to such an extent that it was decided to give it a broader title.

Aside from the pedagogic value of its contents, Volume 14 of the BUSINESS EDUCATION WORLD, therefore, will be a prized possession, as it is the first volume of the magazine under its new name. The ten issues make an imposing volume of eight hundred pages, which sells for \$2 net, postpaid. Send your order to the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, New York.

Objective Tests in Business Mathematics

By R. ROBERT ROSENBERG, M.C.S., C.P.A.

Dickinson High School, Jersey City, N. J.

THE following series of ten objective tests in business mathematics will appear in the BUSINESS EDUCATION WORLD, one each month beginning with this issue:

1. Achievement Test on Fundamental Operations.
2. Achievement Test in Fractions.
3. Achievement Test in Pay Rolls and in the Application of Aliquot Parts to Interest.
4. Achievement Test in the Application of Aliquot Parts to Bank, Trade, and Cash Discount.
5. Achievement Test in Percentage, and Trade and Cash Discount.
6. Achievement Test in Profit and Loss, Commission and Brokerage, and Marked Price.
7. Achievement Test in Banker's, Accurate, and Compound Interest, and Bank Discount.
8. Achievement Test in Insurance and Taxes.
9. Achievement Test in Stocks and Bonds.
10. Achievement Test on Graphs, Depreciation, Denominate Numbers, and Practical Measurements.

The test in this issue and the nine that are to follow are the results of very careful analyses of the various topics that make up the subject of business mathematics.

Each section of these achievement tests has been carefully weighed as to time allowance by using it in mimeograph form in the classroom. The time set should be sufficient for the average student under normal conditions. It must be left with the individual teacher to decide whether more or less time than the schedule set will be needed. This will, of course, depend on the type of students in the class. A superior group of students should require less time; a poor group more time.

The correct answer to each problem is included. In Section A of each test, the correct answer appears in parenthesis at the end of each problem. In Section B, the correct choice is indicated in italics. In Section C,

the answer appears in parenthesis at the end of each problem. These answers should be eliminated when placing the test before students for use.

The tests may be mimeographed, in which case the standard provision should be made for inserting answers; or the test may be written on the blackboard, in which case students should be carefully instructed as to the manner of indicating answers in each of the three sections of the test.

Scoring the Tests

In scoring the true and false section of the test, use the R-W formula; in the 25 questions, if 19 are answered correctly, 5 are answered incorrectly, and 1 is not answered, the score is 14 (19, right, minus 5, wrong).

In the multiple-choice section, one credit should be given for each correct answer.

The number of credits allowed each problem in Section C may be found by dividing the total number of credits allowed by the number of problems in the section (60 divided by 5 equals 12, number of credits allowed for each problem). In order that uniformity in grading may be achieved, it is suggested that credit should be granted in this section only for correct answers, irrespective of the method that is used to arrive at these answers. Thus 4 out of 5 problems answered correctly would be given a score of 48.

The answer given after each problem is the only result that should be accepted for credit. Each problem in each test has been prepared so that only one possible correct answer can be given.

The author will be glad to answer any questions arising from the administration of these tests. Address him in care of this magazine, 270 Madison Avenue, New York, New York.

Another Test Next Month

In the October issue Mr. Rosenberg will give an achievement test in fractions

Business Mathematics Test No. 1

ACHIEVEMENT TEST ON FUNDAMENTAL OPERATIONS

Section A

Time, 20 Minutes; 25 Credits

Some of the following statements are true and some of them are false. *On a separate sheet of paper*, indicate those that you believe to be true by writing a *T* and those that you believe to be false by writing the correct answer. Number each of your answers to correspond with the numbers of the statements below.

1. A man purchases \$2.17 worth of merchandise giving a \$5 bill in payment. His change should be 3 cents + 5 cents + 25 cents + 50 cents + \$2. (True.)
2. "Casting out nines" is the best check in addition. (False. Reverse-order check.)
3. Adding to the amount of a purchase enough change, in the largest denominations possible, to make the sum equal to the amount given in payment, is called the additive method of subtraction. (True.)
4. $8,650 + 976 + 32,588 + 194,516 = 236,730$. (True.)
5. $4.68 + 5.63 + .748 + .01 + 1.6 = 457.988$. (False. 12.668.)
6. The best method of checking subtraction is to add the remainder to the subtrahend. The sum must equal the minuend. (True.)
7. Checking addition by adding the columns in reverse order is not a satisfactory check. (False. Best method.)
8. To multiply by 25, we must move the decimal point two places to the left in the multiplicand and divide by 4. (False. Move decimal point two places to the right.)
9. $75.006 \times .32 = 24.00192$. (True.)
10. $482.5 + 1.86 + .325 = 484.035$. (False. 484.685.)
11. The "casting out nines" check is a good check to use in multiplication and division. (True.)
12. To divide by 100, move the decimal point two places to the left in the dividend. (True.)
13. $37\frac{1}{2}$ is $\frac{3}{8}$ of 100. (True.)
14. $14\frac{2}{7}$ is $\frac{2}{7}$ of 100. (False. $1/7$.)
15. 72 articles at $8\frac{1}{3}$ cents each cost \$6. (True.)
16. 192 spades at $62\frac{1}{2}$ cents each can be purchased for \$120. (True.)
17. $86,453.5$ divided by $.85 = 101,710$. (True.)
18. $[(7 \times 8) \div (4 \times 2)] + (4 \times 4) = 44$. (False. 23.)
19. $[(6 \times 3) \div (9 - 7)] \times (5 \times 0) = 0$. (True.)
20. The sum of $19 + 2.56 + .49 + 679.95$ can be exactly divided by the product of 13×9 . (True.)
21. If 2 articles cost 7 cents, a dozen will cost 42 cents. (True.)
22. At \$5.49 each, 70 tennis rackets can be purchased for \$384.30. (True.)
23. After spending \$45.95 for a coat, and \$7.85 for a pair of shoes, a man had \$21.20 left. He had \$75 at first. (True.)
24. If a dozen brooms cost \$9.48, 5 will cost \$4.95. (False. \$3.95.)
25. The product of 78×23 is the same as the product of 39×46 . (True.)

Section B

Time, 15 Minutes; 15 Credits

In each of the following statements, one number or group of numbers enclosed in the parenthesis will make the statement correct. *On a separate sheet of paper*, indicate that number or group of numbers. Number each of your answers to correspond with the numbers of the statements below.

1. 42 articles at $16\frac{2}{3}$ cents each cost (\$5—\$6—\$7—\$8).
2. $6\frac{2}{3}$ cents is $(1/6-1/12-1/15-1/16)$ of \$1.
3. $76 \times 24 \div 2 = (192-219-921-912)$.
4. The formula for checking division is (Divisor \times Remainder + Quotient = Dividend—Divisor \times Quotient + Remainder = Dividend—Divisor \times Dividend + Remainder = Quotient—Divisor \times Quotient + Dividend = Remainder).
5. The product of .056 multiplied by .0082 is (4592—.4592—.04592—.0004592).
6. The sum of $86 + 9.3 + 5.01 + .364 + 943$ is (1,043.674—1,987—987.674—1,403.674).
7. At \$8.64 a dozen, 5 pairs of hosiery will cost (\$3.60—\$4.50—\$3.50—\$4.60).
8. The quotient of 587.38 divided by .086 is (6,830—.6830—6,380—.6380).
9. $5/16$ of 100 is $(18\frac{3}{4}-31\frac{1}{4}-43\frac{3}{4}-56\frac{1}{4})$.
10. The sum of $\frac{3}{4}$ of 64 plus $\frac{5}{8}$ of 72 is (87—45—93—48).
11. A man spent \$1.35 a day for food. At the same rate his annual food bill was (\$486—\$512.50—\$429.75—\$492.75).
12. $41\frac{2}{3}$ is $(3/7-7/16-5/8-5/12)$ of 100.
13. $(12 \times 7) \div (12 - 5) \times 0 = (0-2-7-12)$.
14. 53 articles at 46 cents each cost (\$1.98—\$2.98—\$2.48—\$24.38).
15. A firm makes a profit of 32 cents on every dollar's worth of merchandise sold. In order to earn \$2,240, their sales must amount to (\$4,000—\$5,000—\$6,000—\$7,000).

Section C

Time, 25 Minutes; 60 Credits

On a *separate* sheet of paper, solve the following problems, showing all work necessary to arrive at the solution. Label each result by writing the word "answer" after it.

1. An automobile which cost \$1,500 when new is sold after 3 years use for \$690. The license fees amounted to \$15.60 a year; garage rent, \$12 a month; and gasoline, oil, and repair charges averaged \$12.50 a month. Find the total average cost monthly, including depreciation, of operating the automobile during the three-year period. (Answer: \$48.30.)
2. A man drove his automobile 7,624 miles on 466 gallons of gasoline at $17\frac{1}{2}$ cents a gallon, and 55 quarts of oil at 25 cents a quart.

What was the cost of gasoline and oil for one mile? (Answer: Oil, \$.0018; Gasoline, \$.0107.)

3. Find the total cost of 3 bolts of silk containing $36\frac{1}{2}$ yards, 45 yards, and $42\frac{1}{2}$ yards, respectively, at $\$1.87\frac{1}{2}$ a yard. (Answer: \$232.50.)
4. Mr. Jones had an average income last year of \$196.50 a month. His average weekly expenses were \$39.60. If he had \$950 at the end of the year, how much did he have at the beginning of the year? (Answer: \$651.20.)
5. In how many days would 8 men, who work 9 hours a day at 60 cents an hour, earn as much as 12 men earn, who work 6 days of 8 hours each, at 75 cents an hour? (Answer: 10 days.)

Important Study to Be Conducted in Buffalo This Year

THERE will be conducted at Hutchinson High School, Buffalo, New York, during the forthcoming year a valuable study regarding the effects of training in reading and vocabulary upon transcription rate. The investigation will be conducted under the direction of Dr. M. E. Wagner, Research Associate, the Study of the Superior Student, the University of Buffalo, with the cooperation of Harry I. Good, Director of Commercial Education, Buffalo, and of the Gregg Publishing Company. This study will be one of the contributions to the comprehensive program outlined for this year's B. E. W. Transcription Club (see page 43).

Dr. Wagner is eminently qualified to conduct the study. The June, 1933, issue of the *American Shorthand Teacher* published a brevity regarding a study completed by her in 1932, the results of which strongly indicated that a relatively small amount of time devoted to increasing reading speed and comprehension will result in a



MAZIE EARLE WAGNER



HARRY I. GOOD

marked increase in reading ability. For an excellent summary of her findings, see the December 10, 1932, issue of *School and Society*. Dr. Wagner has recently published "Prediction of College Success," Part II, *The University of Buffalo Studies*.

The transcription study has been carefully planned. About fifty high school students in Shorthand I will be instructed and drilled in the techniques of more rapid and comprehensive reading and of vocabulary improvement. There will be selected another fifty students having the same general ability—as measured by school grades and "intelligence" tests. The latter fifty will *not* be trained in reading and vocabulary. The trained and untrained groups will be compared at the end of the semester and again at the end of the year for stenographic ability as well as for general school success. A detailed description of the training to be given in reading and vocabulary will appear in an early issue of this journal.

The Buffalo Study announced above is one more reason why you should reread page 42 and see that friend today.

Book Reviews

By Dr. JESSIE GRAHAM

Associate Professor of Commerce, State Teachers College, San Jose, California

A GLANCE at the nature of the books we have selected as worthy of a place on the 1934-1935 reading program of the busy teacher of business subjects will probably indicate, although roughly, suitable points of emphasis to be made in the teacher's professional activities. Certain books will be concerned with fundamental considerations relative to the social sciences. A perusal of these books enables the teacher to build for himself a "frame of reference" which will influence all his work. The study of such books is held to be of paramount importance in order that teachers may realize the nature and possibilities of social science instruction and may extract to the fullest extent the social values inherent in their subjects.

Books on methodology will also be included, so that activities may be selected upon the basis of the teacher's philosophy of education.

Then, too, books furnishing sources for reference material will be included for the same reason. No matter how sound the teacher's preparation along the lines of educational philosophy and the social sciences, he still has need of very definite helps in teaching the skill subjects.

As teacher personality is so important—"what the teacher is, speaking more loudly than what he says"—a book on teacher personality based upon data secured from an entertaining and authentic source is also included.

The teacher of business subjects may thus maintain a balance in his reading among the social sciences, educational philosophy, educational psychology, current economic events, and practical classroom helps.

CONCLUSIONS AND RECOMMENDATIONS, REPORT OF THE COMMISSION ON THE SOCIAL STUDIES, American Historical Association, Charles Scribner's Sons, New York; 168 pp., \$1.20.

In this volume are presented conclusions and recommendations based upon a large number of special studies and researches made during the past five years. Sixteen books comprising

various phases of the work of the Commission on the Social Studies either have been published or are in preparation.¹

Naturally, the reading of these reports will insure a more intelligent perusal of the concluding volume of the series. Conversely, the study of the "conclusions and recommendations" may serve to orient the reader of the preceding volumes, some of which are not yet available. At all events, it is the duty of each teacher of business subjects who wishes to recognize the social values in his field to become familiar with these significant publications.

This concluding volume of the series is divided into eight chapters. The first chapter presents the obligations and procedure of the commission. These leaders in the field of the social studies take a broad view of the problem. They explain that as the social sciences "are concerned immediately with the life, the institutions, the thought, the aspirations, and the far-reaching policies of the nation in its world setting," they cannot limit themselves to "a survey of textbooks, curricula, methods of instruction, and schemes of examination." Indeed, as Western civilization "is passing through one of the great critical ages of history, is modifying its traditional faith in economic individualism, and is embarking upon vast experiments in social planning and control which call for large-scale co-operation on the part of the people," the responsibility placed upon organized education is particularly heavy and important. While the scientific method was utilized as far as practicable in these investigations, the report includes not only the resulting data but also interpretations made in harmony with a general point of view or "frame of reference."

The frame of reference, coloring the interpretations presented in this report, is set forth in Chapter II. It is made up of the affirmations of the commission concerning: "(a) the nature and functions of the social sciences; (b) necessarily conditioning factors in American life, and (c) choices deemed possible and desirable in the present and proximate future."

¹ *A Charter for the Social Sciences in the Schools* by Charles A. Beard was reviewed in this department in October, 1933. Reviews of other books of this series appear in the present issue. Still others will be included in subsequent issues.

The social sciences "embrace the traditional disciplines which are concerned directly with man and society, including history, economics, politics, sociology, geography, anthropology, and psychology." "The main function of the social sciences is the acquisition of accurate knowledge of, and informed insight into, man and society." The members of the commission further believe that "both the social scientist in his study and the teacher of any social science in his classroom are committed to scholarly, scientific ideals inherent in their profession and occupation."

The statement that the scientific method "is invaluable . . . as an equally indispensable means of developing in students—and in society at large—the critical spirit and judicial sense in accordance with which individuals learn to seek and weigh evidence, to compare and contrast and to act with an informed rather than a prejudiced mind" may sound highly idealistic but at least points to a goal even though it be a rather distant one. Moreover, it is realized that "such immensely significant attributes of man as creativeness, planning, and ideals rest not on empiricism alone but also on ethical and aesthetic considerations." A two-fold tendency toward the closer physical unification of the United States and the ever-closer integration and interdependence of all branches of economy is recognized. The tensions arising out of the conflict between this trend toward integrated economy and traditional practices and ideas are also taken into consideration in the recommendations made for the teaching of the social sciences. As the American people will be called upon to make choices among varied forms of economic and political life, it is desirable that these choices be guided by certain principles and qualifications. It is desirable, also, that the benefits of recent advances in technology be made to accrue to the people by raising the standard of living of all and "in achieving the finest cultural potentialities resident in the American people."

In Chapter III, education is defined as a form of action on the part of some particular social group; not a species of contemplation removed from social life and relationships. It is concerned with "the development of rich and many-sided personalities capable of cooperating in a social order designed to facilitate the creation of the largest possible number of rich and many-sided personalities." As education is a form of social action, it always has a geographical and cultural location. Therefore, education for the United States will include a share in the changing of the attitudes and outlook of the American people in harmony with the emerging economy and provision for the "rational use of the new leisure."

The selection and organization of materials of instruction are treated in Chapter IV. In

making selections from the systematic bodies of knowledge available, the educator should be guided by five considerations: "the purpose of education, the powers of the child, the time allotment of the school, the life of the surrounding community, and the obligations associated with professional competence." Although many principles are laid down for the selection and organization of materials of instruction, no detailed scheme of organization is given. Each teacher should clarify his own purposes and adjust his instruction to those purposes "bringing to the members of the younger generation a body of thoroughly relevant knowledge, thought, and appreciation, and developing in them power for equally relevant thought and action."

In Chapter V, method of teaching is defined as "rational ordering and balancing, in the light of knowledge and purpose, of the several elements that enter into the educative process . . ." Included in this chapter is one sentence which should be called to the attention of many classroom teachers: "Faith in method, divorced from knowledge, thought, and purpose, has long been the besetting sin of pedagogy in the United States." For example, some teachers would prefer a treatise on specific classroom devices to this book which presents material for formulation of their beliefs relative to the teaching of social sciences and which serves as a foundation for all their activities in this field. The importance of method as one element in the educative process is not minimized, however. The ability to adjust the teaching process to changing situations with reference to the child and to society is held to be paramount. Factors conditioning method of teaching are set forth, together with a series of statements describing the activities of the "competent teacher."

Chapter VI is concerned with tests and testing. A history of the testing movement and a discussion of the use of intelligence tests are given. Tests of character and culture and tests of classroom products are discussed briefly.

"The teacher" forms the subject of discussion for Chapter VII. Again, the statement is made that the competent teacher has no need of detailed prescriptions of method and subject matter. Selection and training of teachers of the social sciences are next considered. Teachers are encouraged to grow in professional power to remove incompetent teachers from service, and to strive for fair compensation and security of tenure.

The final chapter of the report deals with public relations and administration. Because of the complexity of industrial society, the power of pressure groups, and the development of an ever more formidable technique of propaganda, a clear statement of policy regarding the question of the public relations of the school

is imperative. In order that the teacher may discharge the heavy social responsibilities thrust upon him, he must achieve a stronger position in community, state, and nation than he has enjoyed in the past. Requisites for the attainment of this end are set forth. The responsibilities of educational administrators and leaders are also considered. The discussion culminates in the statement that the emphasis in the professional education of the administrator must be laid upon social science, social philosophy, and statecraft.

The report was signed without reservation by eleven members of the commission. One member signed with reservations and four members refused to sign the report.

THE NATURE OF THE SOCIAL SCIENCES IN RELATION TO OBJECTIVES OF INSTRUCTION, by Charles A. Beard, Charles Scribner's Sons, New York, 1934, 236 pp. (Part VII of the Report of the Commission on the Social Studies.)

This statement of the nature of the social sciences has been prepared for guidance in thinking about curricula and objectives in education. The book is divided into ten chapters.

The general nature of the social sciences is discussed in the first chapter. The statement is made that social sciences are concerned with the "*actualities* of human societies in development, with *records* of past actualities, with *knowledge*, with *thought*, and with *methods* of acquiring knowledge respecting the actualities of human societies in development." That these bodies of knowledge become more and more indispensable as contemporary society becomes more complex is pointed out. The place of and the limitations of the scientific method in the social sciences are set forth. For example, administration of personal and government business affairs may be based upon rules laid down as a result of the findings of fact. The whole range of the social sciences, however, embraces more than facts empirically established. It is suggested that while the social sciences cannot manufacture a final system of ethics or esthetics to be imposed upon mankind, they can present systems from which choices may be made and can disclose the circumstances which make certain happenings possible. The stand is taken that the social sciences are ethical rather than empirical sciences.

Each of the next four chapters is devoted to a consideration of the nature of one of the social sciences—history, political sciences, economics, and cultural sociology. The chapter on economics has been selected for especial mention in this review addressed to teachers of business subjects. The chapter presents an account of changing economic thought. Various systems of thought relative to economics are

discussed. The effect of technological changes is emphasized. Finally, a general descriptive summary of the literature of the field is given.

Chapter VI is particularly helpful to the teacher of social-business subjects in that it presents a summary of recent social trends many of which have business implications. Among the trends noted are: the increasing application of science and invention to every phase of life and work; consolidation in business enterprise; a trend away from the original American farm homestead toward specialization in agriculture; emphasis on preventive measures in disease and collective measures for medical care; changes affecting economic, protective, educational, and structural phases of family life; rapid expansion in education and the rise of a "science" of education; the unifying of the nation through improved modes of communication; growth of commercial amusements; growing recognition of the fact that it is the arts that lift economy above the dead level of mere animal substance, changes in governmental functions, increasing difficulties in the administration of justice and the interdependence of nations.

Chapter VII is concerned with "conclusions bearing on the determination of objectives." The final chapters deal with the problem of specific objectives; objectives as knowledge and information; and objectives as qualities and powers of personality. Outlines giving the objectives for each of the social studies in terms of knowledge and information are given. An especially significant chapter is the final one in which are listed qualities and powers of character to be developed in individuals in order to realize the purposes of social science instruction so chosen and so conditioned by American life. These qualities and powers are presented under six headings: the sound body, development of intellectual powers—the acquisition of skills, acquisition of attitudes that promote welfare of individuals and the commonwealth, cultural allegiances, esthetic appreciation—for the enrichment of life, and powers of leadership.

BUSINESS WRITING PRACTICE DICTIONARY, by Burton A. O'Mealy, Portland, Oregon, 91 pp., 3½ x 8 inches, 50c.

A new copyrighted publication compiled by Mr. O'Mealy, instructor in the High School of Commerce, Portland, Oregon, especially to assist teachers and supervisors of penmanship.

The Dictionary, which is the fruition of the author's study and practical teaching in the penmanship classroom, contains over 2,100 words grouped with approach drills and arranged for column practice, as well as balanced page assignments. The value of the balanced-page plan of lessons in achieving neatness is especially stressed by the author.

Other features are small writing for one-quarter-inch ruling, board and pencil drills, figure and capital letters drills, proper name and line copies, cross line and fancy weaving.

DAILY LESSON PLANS IN GREGG SHORTHAND BY THE SENTENCE METHOD, by M. E. Zinman, Roslyn E. Strelsin, and Elizabeth F. Weitz. Gregg Publishing Company, New York City.

The history of the evolution of methods of teaching shorthand bears a striking parallel to that of teaching reading in the elementary schools. The teaching of shorthand began with the symbol-sound element followed by a laborious process of drilling on words as sound combinations and, finally, after the student had mastered the theory of the system, he was given formal dictation.

This book introduces the teaching of Gregg Shorthand by the sentence method. It is the outcome of an experiment conducted at the Abraham Lincoln High School, Brooklyn, by Mr. M. E. Zinman, chairman of the Shorthand Department. The experienced teachers of his department were asked to teach their classes by the word method. The newer teachers, most of whom had not taught for more than one year, were asked to teach by the sentence method. At the end of the term both groups of teachers gave the pupils an examination consisting of 40 words and a 75-word business letter. About 450 students took this examination. The results showed that 72 per cent of those taught by the old word method and 83 per cent of those taught by the new sentence method passed.

The material in this book is organized into a daily teaching guide. Each day's work is divided as follows: aim of lesson, motivation, review letters, new words and sentences, summary sentences, summary letter, and homework assignment.

The book is divided into two parts. The first part consists of hints to teachers on how to use the daily plans. Part II contains the daily lesson plans.

These daily lesson plans first appeared serial-

ly in the *American Shorthand Teacher* from September, 1931, to May, 1932.

Dr. Alexander Rosen.

TEACHERS AND TEACHING, by Ten Thousand High-School Seniors, collected, compiled, and analyzed by Frank W. Hart, Ph.D., The Macmillan Company, New York, 1934, 285 pp., \$1.50.

"O wad some Power the giftie gie us

To see ourselfs as ithers see us."

is the appropriate quotation heading this fascinating volume, for teachers who read this book can see themselves through the eyes of their pupils.

Ten thousand high-school seniors were asked to describe the teacher they liked best (Teacher A), the one they liked least of all (Teacher Z), and the best teacher they had had (Teacher H). These ten thousand seniors were students in sixty-six high schools, large and small. The reports were unsigned to encourage frankness of expression. That these young people considered the project a serious one is attested to by the fact that evidence of "horse play" was found in only one of the thousands of papers read.

Five hundred descriptions of best-liked and five hundred of least-liked teachers are included, together with 121 comments on the best teacher.

Anyone who reads this book cannot help but feel that high-school pupils have very definite ideas as to what constitutes good teaching and what makes a teacher liked or disliked. They admire the helpful, cheerful teacher who is strict and impartial, and who plans his work. Even those who are "pets" or who have received grades they did not deserve deplore these practices and place the "easy" teacher in the "Z" category.

Teachers and those interested in teacher education owe Dr. Hart a debt for enabling them to see the high-school teacher through the eyes of pupils and thereby to make plans which will result in the development of more "A" and "H" teachers and the elimination of "Z" teachers and "Z" traits.

This Year's Business Education Research Program

THE National Association of Commercial Teacher-Training Institutions has adopted a wisely planned research program for the current school year. The **BUSINESS EDUCATION WORLD** has asked Dr. Odell, the Association's president, and Dr. Lomax, the head of its research committee, to tell about the plan in the October issue and to report on its progress throughout the year.

The B. E. W. Annual Directory of Commercial Education Associations

INTERNATIONAL

INTERNATIONAL SOCIETY FOR COMMERCIAL EDUCATION

President: Ch. E. H. Boissevain, 2-6 Vijgendam, Amsterdam, Holland.
Secretary: Dr. A. Latt, Professeur, Schanzenberg, 7, Zurich, Switzerland.
Treasurer: Dr. R. E. Kielstra, Oranje Nassaulaan 19, Amsterdam, Holland.

NATIONAL

NATIONAL COMMERCIAL TEACHERS FEDERATION

President: Dr. E. M. Hull, President, Banks College, Philadelphia.
First Vice President: W. A. Robbins, President, Lincoln College of Commerce, Lincoln, Neb.
Second Vice President: Mrs. Marguerite D. Fowler, Chairman, Commercial Curriculum Committee, Secondary Schools, Louisville, Ky.
Secretary: Bruce F. Gates, President, Gates College, Waterloo, Iowa.
Treasurer: J. Murray Hill, Vice President, Bowling Green Business University, Bowling Green, Ky.
Executive Board: *President:* Dr. E. M. Hull; *Past President:* Eleanor Skimin, Northern High School, Detroit. Representing the Public Schools: Ivan E. Chapman, Principal, Western High School, Detroit. Representing the Private Schools: H. M. Owen, President, Brown's Business College, Decatur, Ill.
Public Schools Department: *President:* W. O. Yoder, High School, Kenosha, Wis. *Vice President:* W. S. Barnhart, Director, Commercial Department, Emerich Manual Training High School, Indianapolis.
Secretary: Helen Frankland, Hume-Fogg High School, Nashville.
Private Schools Department: *President:* W. S. Sanford, Sanford-Brown Business College, St. Louis.
Vice President: C. R. McCann, McCann School, Reading, Pa. *Secretary:* Mrs. Marjorie Phillips, Phillips Business College, Lynchburg, Va.
Shorthand and Typewriting Round Table: *Chairman:* R. G. Cole, Head, Commercial Department, High School, Abilene, Texas. *Vice Chairman:* Mary Alletta Dodd, Central High School, Springfield, Ill. *Secretary:* Dora H. Pitts, Western High School, Detroit.
Business Round Table: *Chairman:* Harlan J. Randall, State Teachers College, Whitewater, Wis. *Vice Chairman:* Don J. Blankenship, Ceredo-Kenova High School, Kenova, W. Va. *Secretary:* William Reichbauer, Glenwood High School, New Boston, Ohio.
College Instructors Round Table: *Chairman:* Dr. Clyde Beighy, Head, Department of Education, State Teachers College, Macomb, Ill. *Vice Chairman:* R. F. Webb, State Teachers College, Indiana, Pa. *Secretary:* Frances Botsford, Ball State Teachers College, Muncie, Ind.
Business Machines Round Table: *Chairman:* Agnes E. Meehan, George Washington High School, Indianapolis. *Secretary:* Louise Bennett, High School, Dunkirk, N. Y.

NATIONAL EDUCATION ASSOCIATION

Department of Business Education

President: M. E. Studebaker, Head, Department of Business Education, Ball State Teachers College, Muncie, Ind.
First Vice President: Dr. Jessie Graham, Associate Professor of Commerce, State Teachers College, San Jose, Calif.
Second Vice President: Ernest A. Zelliot, Associate Professor of Education, University of Denver.
Secretary-Treasurer: Raymond C. Goodfellow, Director of Commercial Education, Newark, N. J.
Executive Committee: Mary Stuart, Memorial High School for Girls, Roxbury, Mass.; Joseph L. Kochka, Eastern High School, Washington, D. C.; Dr. Benjamin R. Haynes, Associate Professor of Commerce and Education, University of Southern California, Los Angeles; Annie C. Woodward, High School, Somerville, Mass.; Dr. E. G. Blackstone, Director of Commercial Teacher Training, State University of Iowa; Dr. Gordon F. Cadisch, Director, School of Business Administration, State College of Washington, Pullman; B. Frank Kyker, Director of Commercial Teacher Training, Woman's College, University of North Carolina, Greensboro.

NATIONAL ASSOCIATION OF ACCREDITED COMMERCIAL SCHOOLS

President: B. F. Williams, Capital City Commercial College, Des Moines, Iowa.
Vice Presidents: Eastern Division: E. M. Hull, Banks College, Philadelphia, Pa.; Southern Division: Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.; Central Division: J. F. Fish, Northwestern Business College, Chicago, Ill.
Secretary: H. E. V. Porter, Jamestown, N. Y.
Treasurer: E. H. Norman, Baltimore Business College, Baltimore, Md.

NATIONAL ASSOCIATION OF COMMERCIAL TEACHER-TRAINING INSTITUTIONS

President: Dr. William R. Odell, Associate Professor, Commercial Education, Teachers College, Columbia University.
Vice President: R. G. Walters, Director, Teacher Training, Grove City College, Grove City, Pa.
Secretary: Luvicy M. Hill, Chairman, Department of Commercial Arts, University of Nebraska, Lincoln.
Treasurer: Paul A. Carlson, Director, Commercial Education, State Teachers College, Whitewater, Wis.
Directors: M. E. Studebaker, Head, Department of Commerce, Ball State Teachers College, Muncie, Ind.; C. C. Crawford, State Teachers College, Valley City, N. Dak.; F. G. Nichols, Associate Professor of Commercial Education, Harvard University, Cambridge, Mass.; D. D. Lessenberry, Department of Commercial Education, University of Pittsburgh; J. H. Dodd, Professor of Commercial Education, State Teachers College, Fredericksburg, Va.

NATIONAL COUNCIL OF BUSINESS EDUCATION

President: Dr. Paul S. Lomax, Professor of Education, School of Education, New York University, New York.

Vice President: Miss Ray Abrams, Principal, Samuel J. Peters Boys High School of Commerce, New Orleans.

Secretary: Helen Reynolds, Associate Professor, Commercial Education, Ohio University, Athens.

Treasurer: Albert E. Bullock, Assistant Supervisor, in charge of Commercial Education, Los Angeles.

AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS

President: Henry F. Grady, Dean, College of Commerce, University of California, Berkeley.

Vice President: C. E. Griffin, Dean, School of Business Administration, University of Michigan, Ann Arbor.

Secretary-Treasurer: J. Anderson Fitzgerald, Dean, School of Business Administration, University of Texas, Austin.

AMERICAN ASSOCIATION OF COMMERCIAL COLLEGES

President: J. M. Perry, Jr., Principal, Perry School of Business, Waterbury, Conn.

District Vice Presidents: New England: A. E. Richards, Springfield Civil Service and Commercial School, Springfield, Mass.; Eastern: C. M. Thompson, Thompson School, York, Pa.; Central: E. O. Fenton, University of Commerce, Des Moines, Iowa; Southeastern: L. G. Frey, West Tennessee Business College, Jackson, Tenn.; Pacific: D. E. Henry, Willis College of Business, Pasadena, Calif.; Rocky Mountain: A. J. Gmeiner, Park School of Business, Denver, Colo.; Northern: E. J. Bussey, Calhoun Secretarial School, Minneapolis, Minn.; Southwestern: H. E. Byrne, Byrne Commercial College, Dallas, Texas; Canadian: S. T. Willis, Willis College of Commerce, Ottawa, Ont.

Secretary: C. W. Woodward, College of Commerce, Burlington, Iowa.

NATIONAL ASSOCIATION OF PENMANSHIP TEACHERS AND SUPERVISORS

President: Bertha A. Connor, Director of Handwriting, Boston, Mass.

First Vice President: Ida F. Koons, Fort Wayne, Ind.

Second Vice President: G. G. Craig, Bowling Green, Ky.

Secretary: Mrs. Elizabeth J. Drake, Binghamton, N. Y.

Treasurer: G. C. Greene, Banks College, Philadelphia.

Editor, Yearbook: Marjorie Flaackey, New Jersey State Normal School, Newark.

REGIONAL

CENTRAL COMMERCIAL TEACHERS ASSOCIATION

President: Mrs. Ramona Foster, Capital City Commercial College, Des Moines, Iowa.

Vice President: C. W. Hanke, Brown's North Side Business College, St. Louis.

Secretary: Mrs. W. R. Hamilton, Hamilton School of Commerce, Mason City, Iowa.

Treasurer: Mrs. F. C. Davenport, Capital City Commercial College, Des Moines, Iowa.

EASTERN COMMERCIAL TEACHERS ASSOCIATION

President: Louis A. Rice, Assistant in Secondary Education, Department of Public Instruction, Trenton, N. J.

Vice President: Mrs. Blanche Stickney, Head, Secretarial Department, Bryant-Stratton College, Providence, R. I.

Secretary: Harry I. Good, Director, Commercial Education, Buffalo.

Treasurer: Arnold M. Lloyd, Principal, Banks College, Philadelphia.

Executive Committee: Harry I. Good; W. E. Douglas, President, Goldey College, Wilmington, Del.; Nathaniel Altholz, Director, Commercial Education, New York City; P. J. Harman, Director, Strayer College, Washington, D. C.; D. D. Lessenberry, Head, Department of Commercial Education, University of Pittsburgh; Alexander S. Massell, Principal, Central School of Business and Arts, New York City; Harold E. Cowan, Head, Commercial Department, High School, Dedham, Mass.

Editor, Yearbook: Catherine F. Nulty, University of Vermont, Burlington, Vt.

ASSOCIATION OF COMMERCIAL EDUCATION OF THE INLAND EMPIRE

President: Russell Merritt, Flathead County High School, Kalispell, Mont.

Vice President: C. W. Middleton, Lewis & Clark High School, Spokane, Wash.

Secretary-Treasurer: Rene G. McMahan, John R. Rogers High School, Spokane.

NEW ENGLAND HIGH SCHOOL COMMERCIAL TEACHERS ASSOCIATION

President: Harold E. Cowan, Head, Commercial Department, High School, Dedham, Mass.

First Vice President: Fred W. Johnstone, High School, Newport, R. I.

Second Vice President: Paul M. Boynton, Head, Commercial Department, Central High School, Bridgeport, Conn.

Secretary: William O. Holden, Head, Commercial Department, Pawtucket, R. I.

Treasurer: Joseph J. Cantalupi, Head, Commercial Department, Everett, Mass.

Assistant Treasurer: Ray Burke, High School, Arlington, Mass.

NEW ENGLAND BUSINESS COLLEGE ASSOCIATION

President: R. M. Weisgarber, Berkshire Business College, Pittsfield, Mass.

Vice President: Mrs. Anne P. Hourin, South Middlesex Secretarial School, Framingham, Mass.

Secretary-Treasurer: W. P. McIntosh, Jr., The Kinson School, New Bedford, Mass.

PACIFIC NORTHWEST PRIVATE SCHOOL OWNERS' ASSOCIATION

President: A. A. Peterson, A. A. Peterson Private Commercial School, Seattle, Wash.

Secretary: Mrs. C. W. Rogers, Manager, Rogers Business School, Everett, Wash.

SOUTHERN COMMERCIAL TEACHERS ASSOCIATION

President: B. Frank Kyker, Director, Commercial Teacher Training, Woman's College, University of North Carolina, Greensboro

THE BUSINESS EDUCATION WORLD

JOHN ROBERT GREGG, Editor

Dear Subscriber To Be:

This card has been given you by one of your friends who wishes to share with you the delightful pedagogic feast that the BUSINESS EDUCATION WORLD is bringing to its readers each month. We have asked your friend to lend you the current issue of the BUSINESS EDUCATION WORLD, so that you may convince yourself that neither of us is exaggerating. From cover to cover, each one of the 96 pages of this magazine is filled with the best and latest professional thinking in the field of business education.

Each of these monthly feasts will cost you but ten cents if you subscribe for one year (\$1.00), and but seven and one-half cents if you subscribe for two years (\$1.50)—less than one-half the cost of any other comparable magazine.

Compare the 96-page content, illustrations, and typographical make-up of the BUSINESS EDUCATION WORLD with every other magazine in the commercial education field and you will say with the thousands of others who are already subscribers to the BUSINESS EDUCATION WORLD that it is **your choice** for the kind of pedagogic food that will insure your own professional advancement and enable you to reach higher standards of achievement.

No money to be sent; no postage to be paid; just fill out the card and drop it in the mail box and, for only seven and one-half cents a month, you, too, will be enjoying that delightful pedagogic feast, spread once a month on the reading tables of the subscribers to

THE BUSINESS EDUCATION WORLD

The Business Education World,
270 Madison Ave., New York, N. Y.

Date.....

Gentlemen:

Please enter my subscription to the BUSINESS EDUCATION WORLD as indicated below and send me the bill.

- | | |
|---|--------|
| <input type="checkbox"/> Two Years (20 issues)..... | \$1.50 |
| <input type="checkbox"/> One Year (10 issues)..... | 1.00 |
| <input type="checkbox"/> Bound Volume No. 14 (1933-1934)..... | 2.00 |

Start subscription with the issue.
(month)

Name

Street

City State

Professional Position

.....

M-9, 34-8.

A Glimpse at the October Contents of the B. E. W.

WE have a treat in store for you in October. We are not going into detail, but just give you a glimpse at the contents:

"How Progress in Learning to Typewrite Should Be Measured and Why," by William F. Book.

"The Value of Drama As an Aid in Classroom Instruction," by Bruce A. Findlay.

"The Extent to Which Business Educates the Consumer," by J. L. Palmer.

"Stenographic Episodes and Personalities," by Horace G. Healey.

"The Process of Reconstructing the Secondary School Program," by Walter P. Hepner.

Vocational Guidance series of articles, edited by Elmer E. Spanabel.

"How Business Develops Expert Performance in the Secretarial and Clerical Occupations," by Herbert L. Rhoades.

"Shorthand for Personal Use," by Edith V. Bisbee.

"A Quality Program of Education for the Prospective Teacher of Business Subjects," by Irma Ehrenhardt.

"The Origin and Evolution of United States Law," by Nancy Lea Tormey.

"Effective Methods of Teaching Gregg Shorthand," by William H. Howard.

"Prediction of Stenographic Success," by Grace H. Callanan.

"What I Think of State Contests in Commercial Subjects." A symposium of the experiences of state contest managers.

Continuing Features

"The Story of Shorthand," by John Robert Gregg.

"Outcomes of Beginning Bookkeeping," by nationally known authors.

Modern Business Wonders, illustrated.

The B. E. W. Transcription Club, edited by Helen Reynolds.

The Idea Exchange, edited by Harriet P. Banker.

Speed-Building Dictation of Brief Forms—a prize-winning series.

Commercial Student Clubs, edited by Dora H. Pitts.

Office Supplies and Equipment News, edited by A. A. Bowle.

Objective Tests in Business Mathematics, by R. Robert Rosenberg.

Automatic Review Lessons in Gregg Shorthand, by Clyde Insley Blanchard.

Book Reviews, edited by Jessie Graham.

BUSINESS REPLY CARD

NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

2c. - POSTAGE WILL BE PAID BY—

THE BUSINESS EDUCATION WORLD

270 Madison Avenue

New York, N. Y.

FIRST CLASS
Permit No. 682
(Sec. 510, P.L. & R.)
New York, N.Y.



Vice President: Helen Frankland, Hume-Fogg High School, Nashville, Tenn.

Secretary-Treasurer: Mrs. Margaret B. Miller, Wheeler Business College, Birmingham, Ala.

Members of the Executive Board: C. B. Wray, Middle Georgia College, Cochran; Mrs. Marguerite D. Fowler, Chairman, Commercial Curriculum Committee, Secondary Schools, Louisville, Ky.; Dr. J. H. Dodd, Professor, Commercial Education, State Teachers College, Fredericksburg, Va.

SOUTHWESTERN PRIVATE COMMERCIAL SCHOOLS ASSOCIATION

President: George A. Meadows, President, Meadows-Draughon College, Shreveport, La.

Vice President: C. W. Stone, Hill's Business College, Oklahoma City.

Secretary-Treasurer: A. N. Beasley, Tyler Commercial College, Tyler, Texas.

Directors: A. Ragland, Jr., Metropolitan Business College, Dallas, Texas; J. D. Miracle, Draughon's Business College, Abilene, Texas; R. C. Cavins, Ardmore Business College, Ardmore, Okla.; A. B. Chenier, Chenier Business College, Beaumont, Texas.

TRI-STATE COMMERCIAL EDUCATION ASSOCIATION

President: L. W. Korona, Taylor Allderdice High School, Pittsburgh.

First Vice President: N. B. Curtis, Westinghouse High School, Pittsburgh.

Second Vice President: R. J. Worley, Duquesne University, Pittsburgh.

Secretary: Clarissa Hills, Head, Commercial Department, High School, Johnstown, Pa.

Treasurer: G. R. Fisher, Langley High School, Pittsburgh.

CANADA

BUSINESS EDUCATORS ASSOCIATION OF CANADA

President: J. H. Bowden, Principal, Robinson Business College, Simcoe, Ont.

Vice President: E. Kaulbach, Maritime Business College, Halifax, N. S.

Secretary-Treasurer: W. F. Marshall, Westervelt School, London, Ont.

CANADIAN GREGG ASSOCIATION

President: E. J. McGirr, Head, Department of Commerce, Collegiate Institute, Oshawa, Ont.

Vice President: W. F. Marshall, Principal, Westervelt School, London, Ont.

Secretary-Treasurer: F. W. Park, Park Business College, Hamilton, Ont.

Executive Committee: T. F. Wright, Principal, St. Catherines Business College, St. Catherines, Ont.; M. C. Roszell, Northern Vocational School, Toronto, Ont.; C. I. Brown, Manager, Toronto Office, The Gregg Publishing Company.

ONTARIO EDUCATIONAL ASSOCIATION Commercial Section

President: A. M. Laird, Collegiate-Vocational Institute, Guelph, Ont.

Vice President: E. J. McGirr, Head, Department of Commerce, Collegiate Institute, Oshawa, Ont.

Secretary-Treasurer: Paul A. Moreland, Central High School of Commerce, Toronto, Ont.

Director: Lloyd White, Assistant Principal, Central High School of Commerce, Toronto, Ont.

STATE

ALABAMA

ALABAMA EDUCATION ASSOCIATION Commercial Section

President: Lelah Brownfield, Alabama College, Montevallo.

Vice President: Arthur M. Bruce, Massey Business College, Birmingham.

Secretary-Treasurer: Daisy Stacey, Ensley High School, Birmingham.

ARIZONA

ARIZONA BUSINESS EDUCATORS ASSOCIATION

President: Dr. E. W. Atkinson, Arizona State Teachers College, Flagstaff.

Vice President: Dr. Elmer J. Brown, University of Arizona, Tucson.

Secretary-Treasurer: Mary Bunte, Arizona State Teachers College, Tempe.

ARKANSAS

ARKANSAS STATE TEACHERS ASSOCIATION Commercial Section

President: Dorothy Dorr, High School, Hot Springs.

Vice President: Ellen McColl, High School, North Little Rock.

Secretary: Mabel Iler, High School, Stuttgart.

CALIFORNIA

CALIFORNIA BUSINESS EDUCATIONAL ASSOCIATION Central Section

President: Mrs. Olive Longsdorf, Merced Union High School, Merced.

Secretary: Marvin Lee Jones, Edison Technical High School, Fresno.

CALIFORNIA BUSINESS EDUCATORS ASSOCIATION

President: E. D. Kizer, Kizer-Holman School, Los Angeles.

Vice Presidents: L. W. Peart, Heald College, Sacramento; K. M. Barager, Kelsey-Jenney Commercial College, San Diego; Mrs. Margaret MacMahon, Beverly-Wilshire Secretarial and Coaching School, Beverly Hills.

Secretary-Treasurer: F. M. Keesling, Principal, Pasadena Business College, Pasadena.

CALIFORNIA COMMERCIAL EDUCATION ASSOCIATION

Bay Section

President: E. B. Ingle, High School, Berkeley.

Vice President: Ruth C. Anderson, Balboa High School, San Francisco.
Secretary-Treasurer: O. B. Paulsen, Hayward High School, San Francisco.

Central Coast Section

Leader: Jessie Graham, State Teachers College, San Jose.

LOS ANGELES COMMERCIAL TEACHERS ASSOCIATION

President: Ralph Elmer Bauer, John C. Fremont High School, Los Angeles.
Vice President: Edward Hilt, John Adams Junior High School, Los Angeles.
Secretary: Doris H. Miller, John C. Fremont High School, Los Angeles.
Treasurer: Melvin Nielsen, George Washington Junior-Senior High School, Los Angeles.

SOUTHERN CALIFORNIA COMMERCIAL TEACHERS ASSOCIATION

President: L. O. Culp, Fullerton Junior College, Fullerton.
Vice Presidents: W. L. Peterson, High School, San Diego; Margaret E. Keefe, University High School, Los Angeles.
Secretary: Margaret E. Crooks, Fullerton Junior College, Fullerton.
Treasurer: Alice Mulcahy, Excelsior High School, Norwalk.

COLORADO

COLORADO EDUCATION ASSOCIATION Eastern Division, Commercial Section

President: Richard J. Triplett, Barnes Commercial School, Denver.
Vice President: Milton C. Rebell, South High School, Denver.
Secretary-Treasurer: Dorothy Croasdale, Manual Training High School, Denver.

CONNECTICUT

CONNECTICUT BUSINESS EDUCATORS ASSOCIATION

President: Ralph C. Short, Short's Secretarial School, Stamford.
Vice President: Dr. George S. Murray, Commercial High School, New Haven.
Secretary: Mrs. Clarence E. Sturtevant, Short's Secretarial School, Stamford.
Treasurer: Milton Hobby, Booth and Bayliss Secretarial School, Bridgeport.

DELAWARE

DELAWARE COMMERCIAL TEACHERS ASSOCIATION

President: Fred Graef, High School, Delmar.
Vice President: Jessamine Smith, High School, Wilmington.
Secretary: George Nickle, High School, Lewes.

FLORIDA

FLORIDA EDUCATION ASSOCIATION Commercial Section

Chairman: B. M. Craig, Landon Junior-Senior High School, Jacksonville.
Vice Chairman: Mrs. L. C. Harwell, Robert E. Lee High School, Jacksonville.
Secretary: Jessie Dyer, Brewster Vocational School, Tampa.

GEORGIA

GEORGIA EDUCATION ASSOCIATION Commercial Section

President: C. B. Wray, Middle Georgia College, Cochran.
Vice President: Clark E. Harrison, Draughton School of Commerce, Atlanta.
Secretary: Ruth Casey, Russell High School, East Point.
Treasurer: Aletha Bailey, High School, Athens.

IDAHO

IDAHO STATE COMMERCIAL ASSOCIATION

President: Dean C. Goodsell, High School, Shelley.
Vice President: Madeline F. Wall, High School, Wallace.
Secretary: Leona Taylor, High School, Fruitland.
Treasurer: John Hillman, Boise.

SOUTHWEST IDAHO EDUCATIONAL ASSOCIATION

Commercial Section

President: Leona Taylor, High School, Fruitland.
Vice President: R. A. Anderson, High School, Glens Ferry.
Secretary: Adelia Bacharach, Franklin High School, Boise.

ILLINOIS

ILLINOIS PRIVATE COMMERCIAL SCHOOLS ASSOCIATION

President: Mary M. Gallagher, President, Gallagher School of Business, Kankakee.
Vice President: S. I. Gresham, President, Brown's Business College, Springfield.
Secretary-Treasurer: E. L. Hubble, President, Brown's Business College, Bloomington.

ILLINOIS STATE COMMERCIAL TEACHERS ASSOCIATION

President: Mary Webb, State Normal University, Normal.
Vice President: Merle B. Thompson, Township High School, Bridgeport.
Secretary: Ethel Richards, Western State Teachers College, Macomb.
Treasurer: Ralph M. Epsey, High School, Danville.
Executive Committee Member: Jane Church, State Normal University, Normal.

ILLINOIS STATE TEACHERS ASSOCIATION

*North Central Division
Commercial Section*

President: Bertha M. Rhoadarmer, Eureka Township High School, Eureka.
Secretary: Marguerite Fruin, Chillicothe Township High School, Chillicothe.

ILLINOIS STATE TEACHERS ASSOCIATION

Western Division, Commercial Section

President: Irving Hays, High School, Galesburg.
Secretary: Ethel Richards, Western Illinois State Teachers College, Macomb.

INDIANA

INDIANA STATE TEACHERS ASSOCIATION

Commercial Section

President: Frances Botsford, Ball State Teachers College, Muncie.
Vice President: Virgil Breidenbaugh, State Teachers College, Terre Haute.
Secretary: Agnes E. Meehan, Washington High School, Indianapolis.

NORTHEASTERN INDIANA TEACHERS ASSOCIATION

Commercial Section

Chairman: Sigrud Anderson, High School, Decatur.
Assistant Chairmen: Lauretta Gfeller, High School, Wollcottville; Effie Gump, High School, La Grange.

NORTH CENTRAL INDIANA TEACHERS ASSOCIATION

Commercial Section

Chairman: George Koch, Riley Senior High School, South Bend.

IOWA STATE TEACHERS ASSOCIATION

Commercial Section

President: Lena E. White, Abraham Lincoln High School, Council Bluffs.
Secretary: Frances E. Merrill, East High School, Des Moines.

IOWA STATE TEACHERS ASSOCIATION

North Central Division, Commercial Section

President: R. E. Nyquist, High School, Mason City.
Secretary: Myrtle Albert, High School, Mason City.
Treasurer: Gladys Price, High School, Mason City.

KANSAS

KANSAS STATE COMMERCIAL TEACHERS ASSOCIATION

President: R. D. Bounous, North High School, Wichita.
Vice President: E. E. Fink, High School, Eldorado.
Secretary: Helen Campbell, Washburn High School, Topeka.

ARKANSAS VALLEY COMMERCIAL TEACHERS CLUB

President: L. J. Bounous, East High School, Wichita.
Vice President: H. S. Miller, Head, Commercial Department, East High School, Wichita.
Secretary-Treasurer: Nora S. Stosz, Head, Commercial Department, North High School, Wichita.

MAINE

MAINE TEACHERS ASSOCIATION

Commercial Section

President: Marion S. McKenney, High School, Brunswick.
Vice President: Dolnar H. Littlefield, High School, Augusta.
Secretary: Hilda Ek, High School, Portland.

MARYLAND

MARYLAND STATE TEACHERS ASSOCIATION

Commercial Section

President: John Dewey Powell, Kenwood High School, Raspeburg, Baltimore.
Secretary: Rhona Gayleard, Eastern High School, Baltimore.

MASSACHUSETTS

CONNECTICUT VALLEY COMMERCIAL TEACHERS ASSOCIATION

President: Mrs. Lucy Jangro, High School, Belcher-town.
Vice President: Donald Mitchell, High School, Orange.
Secretary-Treasurer: Mary Coffey, High School, Westfield.

MICHIGAN

MICHIGAN EDUCATION ASSOCIATION

District Commercial Sections

Chairmen: Benjamin F. Frost, High School of Commerce, Detroit; Lawrence M. Peck, Northern High School, Flint; Mrs. Marie Weatherby, High School, Owosso; Gail Owen, High School, Ludington; James Bennett, Groveralt High School, Marquette; Lester Lindquist, High School, Paw Paw.

MICHIGAN BUSINESS SCHOOLS ASSOCIATION

President: Dr. Ernest E. Brown, President, Ferris Institute, Big Rapids.
Vice President: M. E. Davenport, President, Davenport-McLachlan Institute, Grand Rapids.
Secretary-Treasurer: J. A. Ebersol, Acme Business College, Lansing.

(To be continued)

October and November meetings announced
in next month's B. E. W. Calendar.

Shorthand Speed Achievements in 1933-1934

MISS MARY C. SHAFFELL, Concord Business College, Concord, New Hampshire, joins the growing ranks of shorthand teachers who have piloted students to win the 200-word Gregg diamond medal.

Martin J. Dupraw, Hunter College, New York, had three students qualify last year at this rate; Miss Helen W. Evans, Gregg College, Chicago, Illinois, had one student; and Gregg College, Toronto, Frank W. Ward, Principal, also had one student qualify at this high speed.

At least twenty teachers can be proud of the fact that they have brought students up to the 175-word speed and have seen them awarded the Gregg gold medal for their proficiency. Here are the twenty:

Melva A. Collins, Jefferson High School, Los Angeles; Martin J. Dupraw, Hunter College, New York City; Helen W. Evans, Gregg College, Chicago; Mrs. Bess Fenton, American Institute of Business, Des Moines; F. Y. Fox, L.D.S. Business College, Salt Lake City; Wilmer S. Garner, Pullman Free School of Manual Training, Chicago; E. W. Harrison, John Hay High School, Cleveland; Harry Lauter, Pace Institute, New York City; Lola Maclean, Detroit Commercial College, Detroit; I. Meiland, The Business Institute, Detroit; Nell Plain, Brown's Business College, Springfield, Illinois; Florence Plagge, Onarga Township High School, Onarga, Illinois; Mrs. E. M. Sathre, Northern Business College, Bemidji, Minn.; Ellen Reiersen, University of Idaho, Moscow; Mary C. Shaffell, Concord Business College, Concord, New Hampshire; C. I. Schupp, Secretarial Training School, Los Angeles; L. Schoenleber, Northern Normal and Industrial School, Aberdeen, South Dakota; B. Schumann, High School, Batavia, Illinois; L. H. Weisenberger, Storm Lake, Iowa.

Gregg Writer Speed Awards Increase 700 Per Cent in Nine Years

Growth proves worth! The cooperation given teachers through the Credentials Department of the Gregg Writer increases with the years. In 1924-1925, 12,315 certificates were issued for shorthand speeds ranging from 60 to 120 words a minute. During the past school year the number has grown to 87,688—an increase of over 700 per cent in nine years.

The results of superior teaching of shorthand are becoming quite evident in all parts of the country. An increasing number of schools are offering special speed classes beyond the 120-word rate.

A typical speed class is the one conducted by C. I. Schupp, in the Secretarial Training School of Los Angeles. This class meets twice a week from 6 to 9:30 p.m. Official Gregg Transcription Tests are given at 140, 160, 175, and 200 words a minute. Those students who have passed the 160-word test are given each evening at least four six-minute tests on difficult new matter at each of the following speeds: 175, 200, and 220 words a minute. The members of this speed class are required to attend all meetings of the Gregg Shorthand Association of Los Angeles, in addition to their regular class, to obtain the extra dictation provided by that association.

Radio Contest Winners

Among the 3,000 writers who qualified in this year's radio shorthand contest conducted over Station WOR, the following teachers were awarded gold medals for winning first place in the 80-, 100-, and 120-word events: *80-word event*—Mrs. Madeline S. Strony, Y.W.C.A. Secretarial School, Newark, New Jersey; *100-word event*—Gilbert Kahn, High School, Roselle Park, New Jersey; *120-word event*—Mrs. Wera G. Mitchell, James Monroe High School, New York City.

Silver medals for second place were awarded to M. Louise Campbell, High School, Ocean-side, New York, and Sister M. Leonarda, St. Mary's School, Rahway, New Jersey, for the 80-word and 100-word events. The awards were made by Joseph Miller, Jr., Secretary of the Board of Education, New York City. Nathaniel Altholz, Director of Commercial Education, New York City, addressed the contestants.

A complete description of the Gregg Writer Awards Plan for shorthand and typing classes will be mailed upon request. Address *The Gregg Writer*, 270 Madison Avenue, New York, N. Y.

Automatic Review Lessons in Gregg Shorthand

By CLYDE INSLEY BLANCHARD

Director of Research, the Gregg Publishing Company

(Copyright, 1934, by the Gregg Publishing Company)

To enable the teacher of shorthand theory to concentrate on the review present in each unit of the Gregg Shorthand Manual, the vocabulary of the Manual and of "5,000 Most-Used Shorthand Forms" has been rearranged and is being published in monthly installments, the first of which appeared in the January issue.

Automatic Review in Chapter VII

Par. 153. (11) academy, attempt, -ed, -ing, attend, -ed, -ing, -ance, deny, esteemed, estimate, -s, -d, evidence, extension, hidden, itemize, temporarily, temporary, tendency, tonight. (14) academy, beaten, bulletin, captain, detain, estimate, -s, -d, freedom, kingdom, madam, maiden, medium, random, residence, satin, straighten, -ed, stomach, sweeten, threaten, timid, victim, wisdom, written. (15) countenance, itemized, seldom, tennis. (26) attempted, attended, contented, estimated, tempted. (27) mountain, -s. (37) temper, temporarily, temporary, temple. (38) broaden, timber. (39) freedom. (51) costume, discontinue, -d, distance, distant, itemized, wisdom. (52) sustain. (58) extension, intention. (59) attempted, attended, contented, continued, discontinued, esteemed, estimated, itemized, straightened, tempted. (71) danger, tender. (78) threaten. (80) condense, contented, continent, continue, -s, -d, -ing, -ous, countenance, discontinue, -d, suddenly, temporarily. (97) wisdom, wooden. (99) sweeten. (105) kingdom. (106) extension, intention. (112) deny, itemize, -d, tonight. (114) item, -s, itemize, -d. (121) continue, -s, -d, -ing, -ous, discontinue, -d. (124) fountain. (133) continent, tenant, (145) discontinue, -d, distance, distant.

Par. 155. (11) attain. (14) retain, -ed. (27) maintain, -ed. (59) contained, maintained, obtained, retained. (80) contain, -s, -ed, -ing.

Par. 156. (11) extent. (14) intimate, patent, retained, sentence. (58) intention, -s. (59) contained. (80) contained, content, -s. (106) extent, intense, intention, -s, intimate.

Par. 161. (11) avert, expert. (12) adjourn, -ed, journey. (17) chairman. (59) burned, cheered, repaired, shared. (71) barter, burner, charter, farmer. (74) farmers. (80) convert. (106) expert. (121) virtue. (133) adjourned, pertinent. (145) repaired.

Par. 163. (11) alert, courtesy, guarantee. (12) inert. (14) courtesies, guaranteed, guardian. (39) flirt. (51) courtesies. (59) guaranteed. (71) girder. (106) inert. (120) guardian. (121) courteous. (133) guarantee, -d.

Par. 164. (11) absurd, assert, -ion, -ed. (12) thirty. (14) blizzard, research, search, serge, surgeon, surmise, thermometer, third, thirty. (26) asserted, inserted. (27) sermon, thermometer. (38) blizzard. (51) discern. (58) insertion. (59) asserted, concerned, inserted. (71) thermometer. (78) thirty. (80) concern, -s, -ed, -ing, concert. (106) insert, -ed, -ion. (112) surmise. (145) desert, discern, research.

Par. 165. (11) ascertain, assortment, certainly, attorney, -s, dormitory, eastern, eternal, export, orchestra, survey, university, worthy, unworthy, urgent, worry, -ing. (12) firmly, fraternity, largely, university. (14) ascertain, certain, -ly, circle, confirm, -ed, -ing, conversation, deserve, -d, dormitory, firm, -s, -ly, fraternity, large, -er, -ly, learn, -ed, -ing,

march, margin, nerve, -s, nervous, northern, pattern, -s, preserve, reserve, -ation, reverse, serve, -d, -ing, servant, service, -s, surface, surplus, surprise, -d, survey, term, -s, turn, -s, -ed, -ing, uncertain, university, verse, -s, western, worried, worries. (15) attorneys, orchestra, southern. (20) circle. (37) preserve, surplus, surprise, -d. (39) fraternity. (51) deserve, -d, indorsed, indorsement, orchestra, preserve, reserve, -ation, uncertain, university, western, worst. (52) resources, services, sources, verses. (58) conversation, reservation. (59) confirmed, deserved, indorsed, learned, served, surprised, turned, worried. (67) corn, corner, -s, dormitory, normal, storm. (71) border, corner, -s, larger, quarter, warmer. (74) quarters. (78) north, -ern, unworthy, warmth, worth, -y. (80) certainly, cordially, confirm, -ed, -ing, conversation, firmly, largely. (93) gorgeous, nervous, worse, worst. (97) war, warm, -er, warmth, warn, warrant, western, worry, -ies, -ied, -ing, worse, worst, worth, -y, unworthy. (99) quarter, -s. (106) export, uncertain, unworthy. (112) surprise, -d, university. (127) assortment, indorsement. (133) indorse, -d, -ment, servant, -s, warrant. (140) urgent. (145) deserve, -d, reserve, -ation, reverse, resort, resources.

Par. 167. (11) noteworthy, trustworthy. (12) Ainsworth. (51) Ainsworth, trustworthy. (78) Ainsworth. (120) noteworthy, trustworthy. (97) Ainsworth. (122) trustworthy.

Par. 168. (11) hitherto. (14) farther, father, -s, gather, -ed, -ing, leather, neither, weather. (38) brother, -s. (59) bothered, gathered. (78) bother, -ed, farther, father, -s, leather. (94) mother, -s. (97) weather.

Par. 170. (11) average, foresee, forever, forgive, helpful, herself, useful. (12) himself, image. (14) certify, -ied, faithful, -ly, fearful, forget, furnace, furniture, gratifying, marriage, message, -s, package, -s, painful, passage, percentage, powerful, simplify, village, voyage. (15) careful, -ly, dignify, -ied, dreadful, -ly, grateful. (18) garbage. (19) carriage, courage, discouraged, encourage, -d, -ing, -ment. (20) grateful, gratifying. (27) manage, -d, -r, -ment. (37) percentage. (51) discouraged, foresee, message, passage, percentage. (52) itself, ourselves, themselves, yourselves. (59) certified, damaged, dignified, discouraged, encouraged, furnished, managed, notified. (67) storage. (71) cheerful, manager. (78) faithful, -ly, thoughtful. (80) beautifully, carefully, dreadfully, faithfully, successfully, wonderfully. (95) careful. (97) wonderful, -ly. (106) encourage, -d, -ing, -ment. (109) thankful. (112) powerful, useful, voyage. (115) powerful. (124) patronage, tonnage. (127) encouragement, management, percentage, simplify. (130) successful. (133) percentage. (140) certify, -ied, gratifying, modify, notify, -ied. (145) discouraged.

(October, Automatic Review in Chapter VIII)

International Commercial Schools Contest

(Continued from page 63)

Rank	Contestant	School and Instructor	Minutes	Errors	Net Grade
<i>Event No. 9—Division III, University Class A (Novice 2 Semesters)</i> (Median time, second-year test, 80 minutes)					
1	Woodrow Worrell	Central Normal College, Danville, Ind. Blanche M. Wean	60	55	63.3
2	Helen Baker	Central Normal College, Danville, Ind. Blanche M. Wean	60	63	58.0
3	Woodrow Williams	Central Normal College, Danville, Ind. Blanche M. Wean	60	70	53.3
<i>Event No. 20—Division I, High School Class B (Amateur 4 Semesters)</i>					
1	Gred Bernth	High School, LaPorte, Ind. Iris Buck	31	44	80.3
2	Herbert Lawrie	John Hay High School, Cleveland. H. E. Wheland	36.5	44	78.5
3	Paul Schwaighart	Morgan Park High School, Chicago. Ruth L. Mills	49	40	77.0
<i>Event No. 21—Division II, Business College Class B (Amateur 4 Semesters)</i>					
1	Arnie Wilson	Lake College of Commerce, Waukegan, Ill. L. J. Johnson	60	44	70.7
2	Frieda Brokop	Wilcox College of Commerce, Cleveland. C. W. Clinger	58	55	64.0

DICTATING MACHINE TRANSCRIPTION

Rank	Contestant	School and Instructor	Gross	Pen.	Net Rate
<i>Event No. 13—Division I, High School Class A (Novice 2 Semesters)</i>					
1	Elaine Novak	Bowen High School, Chicago	1053	45	67.2
2	Lillian Krajasl	John Hay High School, Cleveland	1277	300	65.1
3	Evelyn Hansen	Austin High School, Chicago	910	75	55.7
<i>Event No. 14—Division II, Business College Class A (Novice 2 Semesters)</i>					
1	Jane Schmidt	Wilcox College of Commerce, Cleveland. Blanche Ralph	777	35	49.5
2	Helen McVoy	Syracuse Secretarial School, Syracuse, New York. Elizabeth C. Jones	735	45	46.0
3	Helen Ensweiler	Metropolitan Business College, Oak Park, Ill.	790	115	45.0
<i>Event No. 15—Division III, University Class A (Novice 2 Semesters)</i>					
1	Mary Maxine Rees	DePaul University, Chicago. Miss Ford	783	100	45.7
2	Mary Joan Ford	DePaul University, Chicago. Miss Ford	673	100	38.2
3	Anna Liston	DePaul University, Chicago. Miss Hoyt	602	130	31.5
<i>Event No. 28—Division I, High School Class C (Open)</i>					
1	Ruth Homberg	West Technical High School, Cleveland. J. E. Stokes	1199	110	72.6
2	Hilda Dirner	West Technical High School, Cleveland. J. E. Stokes	1159	95	70.9
3	Claire Boyd	High School, Ridley Park, Pa. Mrs. J. N. Dever	968	35	62.2
<i>Event No. 30—Division III, University Class C (Open)</i>					
1	Nellie L. Merrick	University of Washington, Seattle. Dr. August Dvorak	1066	130	62.4
2	Dwight Davis	University of Washington, Seattle	947	75	58.1
3	Raphael Kuvshinoff	University of Washington, Seattle	898	185	47.5

THE Executive Board of the E. C. T. A. has decided to postpone the publication of the 1934 Yearbook until the latter part of September, as it is impossible for the contributors to the history of business education to complete their assignment in time for the book to be published earlier than this date.

The Editor of the Yearbook is Miss Catherine F. Nulty, of the University of Vermont, Burlington.

It is a pleasure to announce the recent marriage of Walter L. Gross, representative of the Gregg Publishing Company in the Northwest, and Ethel Mae Brackin, instructor in methods courses at the University of Washington this past summer.

Mrs. Gross is well known in Portland, where she was a successful teacher in the Northwestern School of Commerce. Mr. Gross was formerly with the U. S. Bureau of Education.

Key to the Shorthand Plates in the September "Gregg Writer"

In the Gregg Writer this month we are starting a shorthand serial—Mary Roberts Rinehart's "Twenty-Three and a Half Hours' Leave"—which we are permitted to present "in shorthand only." But as the Gregg Writer fiction is used primarily for reading practice rather than dictation, we believe teachers will welcome this and similar stories even WITHOUT the Key. . . . Won't you give us your reaction to this departure from our usual custom? Incidentally, of course, this releases a number more pages for the other features of the Business Education World.

Eyes That See

From "Personality"

By HARRY COLLINS SPILLMAN

No characteristic so marks a man or woman for *preferment* as the gift of sight.

A New York business man²⁰ who has made a diligent survey of successful people, gives this convincing *contrast* between seeing and⁴⁰ unseeing eyes:

"After I had *spent* a summer at Harvard University, I returned to New York on a steamer⁶⁰ from Providence. On board the vessel that night I met the most wonderful man of all my *acquaintances*. I⁸⁰ cannot tell you his name, for indeed I never knew him, and yet I call him the most *interesting* man I have¹⁰⁰ ever met. He was a steerage *passenger* and had come up from the *bowels* of the ship after midnight to get¹²⁰ a few breaths of fresh air. I found that he was a bill-poster for one of our great *American circuses*. He¹⁴⁰ was not an educated man from the viewpoint of books, but he was a *post graduate* in the university¹⁶⁰ of observation. He told me all about the *circus*. I thought I knew all about the circus. Years ago¹⁸⁰ I used to get up at four in the morning and watch the circus until it left the next morning at four. I thought²⁰⁰ I knew all about it. I knew all the *animals* by their first names and was on intimate terms with the gentleman²²⁰ who issued the complimentary tickets for services *rendered*. But I found out on this night that I really²⁴⁰ knew nothing about the circus. When this bill-poster told me the clock-like *precision* with which this great *institution*²⁶⁰ moves from one city to another; when he told me how many beeves and potatoes were *required* to feed²⁸⁰ all the people; the difference in pay between the men who drove the tent stakes and those who did the *acting*; how I³⁰⁰ wished that every boy and girl in this country might learn what I learned about a *circus* that night from this steerage³²⁰ *passenger*. He had been all over Europe putting up his circus bills, and everywhere he had been he had³⁴⁰ appropriated the treasures of the Old World. At two o'clock that morning, when I allowed this bill-poster to³⁶⁰ go back to the steerage, I declared that that night had been more enter-

taining and profitable to me than any³⁸⁰ I had spent at Harvard University.

"In bold *contrast* I recall the experience of a man who⁴⁰⁰ recently came into my office in New York. He was applying for a *stenographic* position. In reply⁴²⁰ to my query as to his education and experience, he said that he had graduated from one⁴⁴⁰ of our largest western universities, was a *stenographer* of three years' experience, was thirty years⁴⁶⁰ of age, and desired fifteen dollars a week. You can make your own *calculations*. I then asked him what he had been⁴⁸⁰ doing for the last year. He replied, 'Well, I have not been doing anything that would bear upon my *ability*⁵⁰⁰ to earn money. I have just finished my third voyage around the world.' I said, 'Do you really mean to tell⁵²⁰ me that you have been three times around the world?' He replied, 'Yes, I returned only last week on the *Mauretania*.'⁵⁴⁰ By this time he had arisen and started to leave, but I insisted that he be seated and tell me something⁵⁶⁰ of the many *interesting* things he had seen in these three voyages around the world.

"'Well,' he said, 'there⁵⁸⁰ really isn't anything of *interest* to tell you.' 'If not,' I replied, 'let me ask you a few questions. For⁶⁰⁰ instance, tell me something about the *Mauretania*. I have occasionally seen her *steam* up the bay but⁶²⁰ I never have been on board.' 'Well,' he said, 'The *Mauretania* is a great vessel; it is some ship.' He had gone⁶⁴⁰ over on this floating palace of the sea, had enjoyed her *luxuries* and her *conveniences*, but had⁶⁶⁰ *associated* in no way this floating hotel with the first rude craft that Robert Fulton had set adrift in the Hudson⁶⁸⁰ River many years before. He had gone over to London, the first city of the world, and had *walked* down the⁷⁰⁰ *streets* blindly. He had looked upon *Westminster Abbey* as you would look upon your City Hall. He had *crossed* the Channel⁷²⁰ and gone down the Rhine, but he could not tell me on which side lived the Belgians—this college man. After a short stay⁷⁴⁰ in Paris he had passed through the Strait of *Gibraltar*, but he did not see that mighty rock whose strength has been immortalized⁷⁶⁰ in advertising. He had gone to the city of the *Caesars* but he did not tell me whether her hills⁷⁸⁰ were one or seven. There in the land of the Renaissance and the world's early *civilization* and *literature*,⁸⁰⁰ this man had grown weary in a few days and had gone down into the domain of *Solon* and *Alexander*,⁸²⁰ but those great war-

rriors and statesmen had left no *interesting* footprints for him. Finally he had come back to⁸⁰ his own country to *offer* her the same services and to *exact* from her the same *reward*." . . .

Resolve to see the⁸⁰ things at which you look! (864)

Did You "Get" Him?

Or were you like the puzzled motorist?

Professor: Your pneumatic contrivance has ceased to function.

Motorist: Er—What?

Professor: I say your tubular⁸⁰ air contrivance has lost its rotundity.

Motorist: I don't quite—

Professor: The cylindrical apparatus⁴⁰ which supports your vehicle is no longer inflated.

Motorist: But—

Professor: The elastic fabric⁶⁰ surrounding the circular frame whose successive revolutions bear you forward in space has not retained its⁸⁰ pristine roundness.

The motorist still looked puzzled, till a small boy standing nearby shouted—

"Hey, mister, you got a¹⁰⁰ flat tire!" (101)

Graded Dictation

On Chapters I-III

BRIEF-FORM SENTENCES

(1) A knowledge of this system will be of great value to you in your future work. (2) The opinions of the committee²⁰ in regard to the business of our state have already been published. (3) One must become thoroughly prepared in⁴⁰ every subject given in the general course. (4) I believe you will receive several small orders in the⁶⁰ course of the week. (5) He cannot express an official opinion in the present situation, but I believe⁸⁰ he is already preparing one for some future time. (6) This company always asks you to send a check¹⁰⁰ immediately after receiving goods. (7) When it becomes necessary for you to send goods to other states, you must¹²⁰ agree to give their value before shipping. (8) The name of every official in public office in this state¹⁴⁰ will be given in this book. (9) He has always told the truth when asked about the situation regarding market¹⁶⁰ changes. (10) The committee will represent the workers in all future complaints against the express company. (11) I¹⁸⁰ received your letter together with your order for one bound book, but the situation at present is such that²⁰⁰ I cannot send it. (204)

PRACTICE PARAGRAPHS

The Keystone Coffee Shop. The Keystone Coffee Shop is noted for its good coffee. Folks go to the Keystone Shop at²⁰ all hours of the day. (The fellow that brought the coffee was slow this morning, but the coffee was hot when I got it.⁴⁰) The coffee in the hotels abroad is good, too, but never so good as the Keystone's coffee. (56)

A Broken Bone. John Paul Jones, a tackle on the college ball team, has broken a bone in his wrist. The coach will phone²⁰ for the physician to set the broken bone. This may put Jones off the team for a time, but no player has the notion⁴⁰ that the team will not gain a victory each time it plays. (51)

Hard Hearted Hattie. Hattie had a hard heart. She hit her little sister with a jar and hurt her arm. Then Hattie²⁰ hid in the attic. Later Hattie's Dad heard about it. Her Dad had a hard heart, too. He sat on a chair and put⁴⁰ Hattie over his knee. In no manner did he mean to harm her much, but he said, "What you earn you will get. When you⁶⁰ hurt other people you will get hurt, too." Hattie would not shed a tear, but she dared not go near her sister the next day. (80)

Workers Visit Families. Workers visit all families in every section of this county, and get the²⁰ names of all children. In some sections these visits are made daily. In other sections they are not made nearly so⁴⁰ often, and letters take the place of visits. (48)

LETTERS

Dear Sir: Have you visited our model home on Block Road? It is made of solid brick on a lot 60 by 90.²⁰ I know that after you have seen it, you will not be happy until you own one like it. I have shown the home⁴⁰ to many people that came here in the heavy rain this month. Folks pour into the home at all hours of the day. Mr.⁶⁰ Collins feels that he must close the model home the first of next month. Phone me before eleven any morning⁸⁰ or come over any time. Yours truly, (87)

Dear Sir: It is the opinion of business men in general that a man, in order to keep business going,²⁰ must get low rates, and to get low rates he must pay for his goods on time. He cannot pay if he cannot collect from⁴⁰ his debtors.

I am prepared to help you make collections, to increase your capital and have it working for you.⁶⁰ Will you let me call in regard to this matter, go over the subject with you, and show you that my system can⁸⁰ be a real help to your company? Yours truly, (89)

Dear Sir: I have your letter of September 9 with a check to settle for the loss on the cloth I bought from you²⁰ early in the season. I am elated to think that this matter has been brought to a finish so readily.⁴⁰

I would like to inform you again that I have no need for this cloth in my business. Yours truly, (57)

Wise Words

A laugh is worth a hundred groans in any market.—*Franklin* (11)

The face of an old friend is like a ray of sunshine through dark and gloomy clouds.—*Lincoln* (15)

Anybody can cut prices, but it takes brains to make a better article.—*Alice Hubbard* (17)

The best men are not those who have waited for chances but who have taken them.—*E. H. Chapin* (16)

Sanely applied, advertising could remake the world.—*Stuart Chase* (11)

Either I will find a way or I will make one.—*Sir Philip Sydney* (12)

I have always been a quarter of an hour before my time, and it has made a man of me.—*Lord Nelson* (19)

Good laws make it easier to do right and harder to do wrong.—*Gladstone* (13)

The first step to knowledge is to know that we are ignorant.—*Cecil* (12)

September O. G. A. Test

Those who have received most in life have earned it somewhere along the line. Any of us may start out and earn the things²⁰ that we feel we want. It is true that there is no applause of any kind where there has been no effort.

Each thing you⁴⁰ do well is a stepping-stone in the direction of your desire. Remember that you are free. I think often that⁶⁰ condoning of what we do not approve ceases to be a virtue, if we have the tendency to accept⁸⁰ situations which, with little effort on our part, we could change to the advantage of everyone. There is no¹⁰⁰ growth without strife or friction. The plant must break the soil before its tiny sprouts are free to enjoy the sun and air.¹²⁰ You have great power within you. It is courage. Use it. (129)

How the Gloucester Fisherman Reaps His Harvest

By May B. Whiting

in the "Dearborn Independent"

Maine is the chief fishing state along the eastern seaboard, although no one of its ports has the fame of Boston and²⁰ of Gloucester, in Massachusetts. But their schooners demand men in the prime of youth and at the maximum of⁴⁰ endurance, while Maine nourishes a stalwart race who, from father to son, go fishing throughout their working years. The many⁶⁰ islands along the coast are their favorite habitation and every cove shelters a dozen or so⁸⁰ craft which represent the wealth

of the place. For every fisherman must have his own "bo-ot" and, with its brave¹⁰⁰ little prow headed for the open sea, he is indeed lord of his destiny.

In early spring come the halcyon¹²⁰ days of fishing, when the mackerel, in great schools, begin their migration from the capes of Delaware and Georgia.¹⁴⁰ When the news that the mackerel have been sighted flies on its mysterious wings across the islands, every¹⁶⁰ little boat seems to tug and pull at its moorings to get into the chase.

Seining is a favorite mode of¹⁸⁰ fishing. It takes at least two boats to manage the great net which looks like a tangled heap of twine and cork, and it requires²⁰⁰ no little skill to get ahead of the school and stretch the net in its path. For the mackerel are timid. In²²⁰ some mysterious way they know the approach of danger, and with a flourish of their tails, all at the same instant,²⁴⁰ will swerve to one side, or, if that is impossible, dive beneath. But once within the net and the purse string at the²⁶⁰ bottom neatly pulled, the shimmering horde is safe.

Again, the fisherman may choose trawling, starting out at one or²⁸⁰ two in the morning for his favorite fishing ground, the lee of some island nine or ten miles out to sea. There he³⁰⁰ lays his trawl, letting out a long line with smaller lines and hooks attached to it and a buoy every so often³²⁰ to mark where the trawl is laid. When all his line is payed out he sails back on his course, pulling it in and taking off³⁴⁰ the shining, silvery fish.

Sometimes, in the still dark hours, it is like a little city on those lonely waters.³⁶⁰ Perhaps forty fishermen may choose the same grounds, each boat with its tossing lantern, and there will be hallos and shouted³⁸⁰ greetings between friends. When the sun is high and the fish no longer hungry, the fisherman starts for the nearest⁴⁰⁰ market, perhaps Portland, to sell his catch. If possible, he will clean on the way, and then the gulls will follow in⁴²⁰ his wake, swooping down with raucous cries, eating the offal or carrying it far away to their nesting places.⁴⁴⁰

But whatever method the fisherman may pursue, a good mackerel haul adds considerably to his income.⁴⁶⁰ But all too swiftly come the lean months when it seems as if the wolf, or perhaps the fisherman pictures it as⁴⁸⁰ the dogfish, were very near the door.

For in July comes another of those mysterious migrations, this time⁵⁰⁰ of a horror more execrable, according to the fisherman, than any with which Dante has peopled his⁵²⁰ Inferno. In fact, the dogfish is a fiendish-looking villain, of a dark slate color, like that of a whale. He⁵⁴⁰ is without scales, of exceedingly soft and pulpy body, and a mouth set on the under side so that, like the⁵⁶⁰ shark, he must roll over on his back to bite. This monster, although of no great size, is unspeakably ravenous,⁵⁸⁰ eating everything in its path, devouring the catch on the trawls and twisting great hunks out of fish caught on the⁶⁰⁰ handlines before they can be brought to the surface. Throughout the summer

months you hear of nothing but his vicious^{82c} disposition and evil ways.

In general, while the dogfish are infesting the waters, the fisherman takes up^{84o} the tamer pursuit of lobstering. Nearly every islander owns from sixty to one hundred lobster pots.^{86o} These look like nothing so much as great bird cages made of slats to permit the victim a view of the bait, usually^{88o} a cod's head. One end is stretched with rope and in the middle a round hole is left. The trap is weighted with stone and^{79o} a wooden bob floats on the surface. The lobster, scuttling merrily along the bottom of the sea, smells the bait,^{72o} and soon crawls in, hindfirst, as is his favorite method of locomotion. Then he discovers that the hole is^{74o} too small to permit him to go out headfirst with spread claws, and in all the sad experience of the race it has^{76o} apparently never occurred to any individual to turn around and go out the same way he came in.

The fisherman, now lobsterman, makes the round of his traps once a day and carries his booty to market, or^{80o} if that is too far, he returns to his own cove and puts the lobsters in his "cage," a box submerged just below the^{82o} surface of the water. He knows that in a few days the lobster boat will be around and then he can sell his catch.^{84o} The middle of these boats is a large well in which the supply of salt water is constantly renewed by the^{86o} simple expedient of having the bottom pierced with perhaps one hundred holes as big as silver dollars. Very^{88o} awesome it looks to the landlubber who can scarcely believe that the compartments at the ends keep the craft afloat^{90o} and that the water really only serves as ballast which other vessels carry. These boats go to Portland or^{92o} along the coast where they sell to the wayside stores whose customers are the tourists in autos.

Even in the presence^{94o} of his hated enemy, the dogfish, the fisherman must take a few chances in the grab bag of the ocean,^{96o} at least with handlines. Perhaps it may yield him a couple of horse mackerel, weighing two hundred or three hundred^{98o} apiece, or a salmon, almost worth its shining weight in gold. And usually he visits the nearest pound two^{100o} or three times a week for bait. A pound is a stationary net, fastened to poles, and so arranged that the fish, when^{102o} they swim in, cannot find their way back. Every day a man rows in with a dory and scoops out the catch.

The pound^{104o} may yield strange creatures, the monk-fish, with its great round face, disquieting, like a man's; the sea-spider on its stilted^{106o} legs; the sculpin with its grotesque head, its flaming eye like a baleful jewel, and its spots which quickly change to match^{108o} its surroundings. Oddest of all is the squid, which combines the features of octopus, poll parrot, and squirt gun. About^{110o} its head is a circle of snaky "arms," in the middle of which is a horned beak. When brought to the surface he^{112o} squirts, first a stream of water, then one of jet black "ink." This queer thing is much sought after for bait,

and to catch him the^{114o} hook must be greased with rancid butter. He also serves to while away the weary hours, for the fisherman is always^{116o} ready to show him to the summer visitor, for whose eye the squid has unerring aim.

The fisherman's^{118o} amusements are far from the hectic flurry that goes by that name in the city. When a boat is launched among his friends^{120o} he dons his best and has a party to mark the event. It apparently affords him no small enjoyment, too,^{122o} to sit and gaze at the ocean for hours. The children want no playground but the rocks and beaches. Nearly every^{124o} afternoon a dozen of them will build a fire under an old discarded ship-stove set up on shore, and they will^{126o} hunt for crabs beneath the rocks. No prince, fêted at a table set with cloth of gold, could have a more tasty repast^{128o} or one that is enjoyed with keener zest.

In the autumn the fishing is again good. The mackerel are gone, but^{130o} there are always the cod and the hake, the pollack with his white stripes, and the haddock with his black. The haddock also^{132o} has two "devil marks," the print of a smutty thumb and finger where the arch fiend lifted the father of the race from^{134o} out the water. Then the fishermen sometimes go "beamhauling," dragging a narrow, open net along the bottom^{136o} of the sea, ensnaring everything it touches.

But in general the fishing of the long winter is by^{138o} trawling. Snug in his fishhouse, heated by a shipmate stove, the fisherman baits and coils his trawls, until he has two^{140o} or three kegs full. Then out alone on the deep, in uncertain weather, with storms threatening, he pays out his hooks, sailing^{142o} back and pulling in the hard, wet line, keeping one eye out for ice floes, and another for great seas which threaten^{144o} to engulf him. No man who lacks courage will keep it up, but day after day the toil goes on. When the more experienced^{146o} caution the youth, a laughing "the old pods are getting skeered" is the reply, and soon is heard the "chug, chug" of^{148o} the little motor beating its way against the wind out to the open where fish are plentiful.

Perhaps to have^{150o} his fling in life or to lay by money for a boat of his own, the islander may join the fleet. He may go south^{152o} with the mackerel catchers and follow them on their migration. He may go with swordfishers, watching far out on^{154o} the bowsprit for the purple gleam that marks the presence of the sea monster. Or he may sail in a swift schooner for^{156o} the Banks to hunt the cod. Over those storm-tossed waters, hundreds of little dories, mere baubles that climb the waves and^{158o} shoot down the olive depths, brave the gale, one man in the bow, handling the line, another in the waist, with oar to keep^{160o} the bow to the combers and knocking off the frozen spray lest it sink them. May it be long years before the steam trawlers,^{162o} with their waste of sea life, drive their brave craft from our coast!

Fishing in every clime and under all con-

ditions¹⁴⁰ has its dangers which it takes true men to face. The swordfisher, aloft in his nest, the trawler, matching his skill against¹⁴⁰ the waves, feels a spiritual exaltation in his work that he who is at the call of a whistle can¹⁸⁰ rarely know. Such a life gives a touch of nobleness to character, it makes men more teachable and of a humble¹⁷⁰⁰ spirit because they constantly face the mysteries of creation, and it makes them independent and¹⁷³⁰ passionately fond of freedom. (1725)

September "Talent Teaser"

Oil

The total amount of crude oil in the earth's crust is unknown, and unestimated, but it is assuredly³⁰ a staggering volume. Geologists state that oil discovery is a possibility in one billion⁴⁰ one hundred million acres in the United States alone, or 56 per cent of its total land area.⁶⁰ The contrast of this huge territory with about two million five hundred thousand acres which are now⁸⁰ producing oil, makes it certain that new fields will continue to be discovered and that the oil of this country will¹⁰⁰ prove ample for many years to come.

It has even been estimated that in the 35-foot thickness of¹²⁰ limestone underlying Chicago there are over seven million barrels of oil to each square mile. What is true¹⁴⁰ regarding the potential oil resources of the United States is probably true in even greater measure¹⁶⁰ for many countries of the world, where oil exploration has been less thorough. (174)—Gustave Egloff, in "Earth Oil"

Actual Business Letters

From the winning sets submitted in the last Gregg News Letter Contest by Violet Amorel Kaimeki, Honolulu, Hawaii, and Martha Bussert, Sheldon, Illinois, Cora Jean Howard, Spokane, Washington, Lois Ledger, Massillon, Ohio, and Kathlene Murray, Bedford, Indiana

Dear Mr. Hopkins:

Enclosed are basketball contracts which I hope will be satisfactory to you for this coming²⁰ school year, 1934 and 1935.

We have enjoyed and appreciated⁴⁰ our athletic relations with you this year and of course wish to continue that relationship, and in fact, would⁶⁰ like to extend it to the playing of both first and second team games next year if that is agreeable with you..⁸⁰

Fraternally yours, (84)

Mrs. Beauregard
2206 Beretania St.
Honolulu, Hawaii

Dear Madam:

I wish³⁰ to inform you that I have just returned from the mainland with a large assortment of the very latest Fall and⁴⁰ Winter dresses, evening gowns, wraps, coats, under-

things, and millinery in the newest materials, styles, and shades.⁶⁰

We have a large selection of attractive and distinctive items which we feel sure will appeal to you, and we⁸⁰ are equally sure that the new fashions at our very reasonable prices will be of great delight to you.¹⁰⁰

We wish to take this opportunity to thank you for your past favors, and we earnestly hope that you will visit¹²⁰ our shop at your earliest convenience so that we may be of further service to you.

Sincerely yours, (139)

Mr. Wilson Brown
Electric & Gas Company
Omaha, Nebraska

Dear Employee:

Enclosed you will please²⁰ find General Switching Instructions, covering the operation of High Tension Lines and Apparatus.

Copies⁴⁰ of these instructions are being issued to every employee on the System who has occasion to⁶⁰ do any switching at substations or on transmission lines.

As everyone realizes, we cannot be too⁸⁰ careful in our methods of operating high tension equipment, therefore these instructions are being issued¹⁰⁰ in order to acquaint everyone with the operating language between a maintenance man and the load¹²⁰ dispatcher. It is the company's desire and aim to eliminate switching errors, as well as accidents.¹⁴⁰ These instructions become effective immediately and your cooperation is earnestly desired.

Yours¹⁶⁰ very truly,

ELECTRIC & GAS COMPANY
Safety Manager (169)

Curious Clippings

A Sheepshead Bay clam, happy at high tide, a hungry seagull flying by espied. Down swooped the gull! The clam objected²⁰ to such a fate as it suspected and clamped itself fast on the seagull's beak. And when Patrolman Kelly waded⁴⁰ out to seek to rescue the poor bird, he had to carry both ashore and use his nightstick on the clam before⁶⁰ the gull was freed—

So we have heard—only the picture's ours! (70)

. . .

The streets of Paris must have sizzled this summer if the heat was severe enough to stretch the Eiffel Tower eleven²⁰ inches between sunrise and sunset on July 12, as the United Press said that engineers reported. (40)

. . .

In Canandaigua, New York, robins found it hot, too. So hot, in fact, that they removed the eggs from their nest in the²⁰ tree, one to a shady tuft of grass and another to a

bird bath. There efforts were in vain, however, for Mr.⁴⁰ Magafee found the one baked and the other hardboiled. (50)

. . .

A pair of twittering little wrens in Chicago had better luck than these robins. Their family of three and³⁰ their dwelling came unharmed through the terribly destructive Stock Yards fire on May 19. Their house stood high on a pole⁴⁰ before the Exchange Building and, while the flames consumed every other structure in the vicinity, the bird⁶⁰ house was untouched. (63)

Funny Stories

Nothing to Him!

A fat woman, elbowing her way through a crowd on a street corner, bumped into a policeman, toppling off his²⁰ hat and dignity at the same time.

"Officer," she rasped, "does it make any difference which street car I take to⁴⁰ Mount Hope Cemetery?"

"Not to me it doesn't," replied the cop. (51)

Answer "Yes or No"

"Are you positive," demanded the counsel, "that the prisoner is the man who stole your car?"

"I was, until you²⁰ cross-examined me," answered the witness. "Now I'm not sure whether I ever had a car." (26)

In Training Camp

First Rookie: What's the matter with the captain's eyes today?

Second Soldier: I don't know, why?

First Rookie: I asked him²⁰ for a pass, and he asked me twice where my hat was, and all the time it was right there on my head! (36)

College Humor?

Dentist: Do you use toothpaste?

Freshman: No, sir; my teeth aren't loose. (11)

Obedying Instructions

Teacher (to a tardy student): Why were you late?

George: Well, a sign—

Teacher: What has the sign got to do with it?

George:²⁰ The sign read, "School ahead, go slow." (26)

Wrong Word for It

"Are you really content to spend your life walking the country begging?" asked the old lady severely.

"No, lady,²⁰ I ain't," answered the hobo. "Many's the time I wished I had a car." (33)

A Glimpse at the October Contents

WE have a treat in store for you in October. We are not going to go into detail, but just give you a glimpse at the contents.

"How Progress in Learning to Typewrite Should Be Measured and Why," by William F. Book.

"The Value of Drama As an Aid in Classroom Instruction," by Bruce A. Findlay.

"The Extent to Which Business Educates the Consumer," by J. L. Palmer.

"The Process of Reconstructing the Secondary School Program," by Walter P. Hepner.

Vocational Guidance series of articles, edited by Elmer E. Spanabel.

"How Business Develops Expert Performance in the Secretarial and Clerical Occupations," by Herbert L. Rhoades.

"Shorthand for Personal Use," by Edith V. Bisbee.

"A Quality Program of Education for the Prospective Teacher of Business Subjects," by Irma Ehrenhardt.

"The Origin and Evolution of United States Law," by Nancy Lea Tormey.

"Effective Methods of Teaching Gregg Shorthand," by William H. Howard.

"Prediction of Stenographic Success," by Grace H. Callanan.

"What I Think of State Contests in Commercial Subjects." A symposium of the experiences of state contest managers.

Two Continuing Features

"The Story of Shorthand," by John Robert Gregg.

"Outcomes of Beginning Bookkeeping," by nationally known authors.

The Southern New England Teachers' Agency

183 Ann Street
Hartford, Conn.

42 Gerard Street
Manchester, Conn.

An agency that covers the entire country.
Our recommendation—your satisfaction.

Correspondence solicited from school officials as well as well-qualified teachers.

Announcing

THE THIRD ANNUAL

VENUS-VELVET SHORTHAND CONTEST

Once again—The American Pencil Company announces a penmanship contest that gives your students an opportunity to put theory into practice.

Sponsored originally to introduce the famous No. 3557 Venus-Velvet pencil to shorthand students, the new contest features stenography's most modern improvement—the No. 3555 Venus-Velvet pencil with handy disc-shape typewriter eraser. Like the No. 3557, it also has the famous "colloidal" lead,* so ideal for writing Gregg shorthand.

The contest is open to all writers of Gregg shorthand in student groups of ten or more contestants—without any entrance fees. The rules are simple and are similar to those used in the Credentials work of "The Gregg Writer."

PRIZES

TEACHERS.....	3 Silver Cups
STUDENTS.....	\$100.00 Cash

Three beautiful silver cups will be awarded for permanent possession to the three Gregg shorthand teachers representing public, private, and parochial schools who send in the best group of papers.

Cash prizes for students, totalling \$100.00, will be awarded to the writers of the fifty best papers submitted in the contest. In addition to the cash prizes, all writers of meritorious papers will be awarded a certificate.

Teachers are urged to mail the coupon below for entry blank and copy of the rules covering the Venus-Velvet Shorthand Contest. Contest closes November 5, 1934.

AMERICAN PENCIL COMPANY

* U. S. Pat. No. 1,738,888

(THIS COUPON FOR TEACHERS ONLY)

American Pencil Company
Hoboken, N. J.

Please send me application blank and copy of rules for your VENUS-VELVET Shorthand Contest, together with.....
copies of the contest material so that I may supply them to my students. There is to be no charge or obligation for this service.

Name

School

Address

TEACHERS
ENTER YOUR
STUDENTS
IN THIS
SHORTHAND
CONTEST
NOW

When returning this coupon please mention the Business Education World.

Why haven't you this G-E Interval Timer?

*Teachers say it's a necessity.
Leaves them free while pupils
work. Send \$5.25 for one to-
day. Check or money order.*

Use coupon.



REMEMBER that your pupils expect you to set them an example in efficiency. How can you justify wasting a teacher's time in holding a watch while typing and shorthand tests are going on? The leading schools of the country have long since found that a G-E Interval Timer will do the job with unfailing accuracy and leave the teacher free for other work.

The G-E Timer is made for the express purpose of timing intervals. It measures time in any desired intervals from 15 seconds to two hours. For example, if you set it for 2 minutes, or 5,

or 10, or 15 minutes, it will run exactly that long, then ring a bell and stop automatically.

This Timer is sturdily built to give years of unfailing service. At its price, \$5.25, you will find it one of the most satisfactory investments in equipment of all you make. Your school should have at least one, probably two or more.

Send check or money order today for G-E Timers to take care of your needs. We'll ship C. O. D. if you prefer. Mail coupon below with your remittance. Money back if you're not more than satisfied.

GENERAL ELECTRIC X-RAY CORPORATION

2012 Jackson Blvd.

Branches in Principal Cities

Chicago, Illinois

GENERAL ELECTRIC X-RAY CORPORATION

2012 Jackson Blvd., Chicago, Illinois

Subject to refund if not satisfactory in 10 days, send.....Interval
Timers at \$5.25 each to address below.

☐ Ship Prepaid (Check or Money Order enclosed). ☐ Ship C. O. D.

Name.....Address.....City.....

When you buy your Interval Timer please mention the Business Education World.

Bridging the Gap Between the Classroom and the Job

An entirely new plan for helping teachers of Business, Job Ethics, and Occupations is presented in a book of thirty unique *classroom* playlets—

KEY\$ AND CUE\$

(for either reading or presentation)

by

Bruce A. Findlay, M.A.; *Manager, Publicity
and Promotional Department, Los Angeles Chamber
of Commerce; formerly Instructor, University of South-
ern California; Assistant Superintendent Los Angeles City
Schools; Personnel Director, The Broadway, Los Angeles*

and

Esther Blair Findlay; B.E.; *formerly Instructor,
Venice High School, Venice, California*

This book dramatizes one hundred fifteen occupations and professions; featuring business attitudes, ethics, and practices. The playlets are designed to develop analytical powers of students by bringing the business world to the classroom. Four hundred thirty character and personality attributes and business pointers are presented vividly in their relation to commercial problems.

KEY\$ AND CUE\$

Are dramatic, entertaining, and real, and hold the interest of the student by affording opportunities to "act" the job the student wishes to hold. They are *laboratory exercises* in business and character development.

What the Critics Say

"I think the idea is so new and original as to constitute a real advancement in teaching business."

"These plays have exceptional merit. It is remarkable how the authors have succeeded in getting the lessons across without the slightest hint of preaching. I do not believe that it would be possible for pupils to take the parts portrayed without a lasting impression being made upon them."

"I think it is excellent—with a big 'E.'"

KEY\$ AND CUE\$, 600 pages, cloth, list price \$2.00

Order from our nearest office.

*(Because of the nature of this book we are obliged
to make a charge for single or sample copies.)*

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston Toronto London Sydney

Some New Gregg Books

Published Since January, 1934

Applied Secretarial Practice (by Rupert P. SoRelle and John Robert Gregg) \$1.40

Applied Secretarial Practice, Laboratory Materials \$.60

A brand-new book in every essential part. All instruction based on a series of related projects or assignments closely paralleling the assignments of the beginning stenographer or secretary in the business office. Comprehensive, authoritative, and teachable.

The English of Business (by Hubert A. Hagar, Lillian Grissom Wilson, and E. Lillian Hutchinson) \$.80

The English of Business Work Book .40

A new book designed to eliminate common transcription errors. Contains comprehensive discussion and an abundance of drill on grammatical principles, both oral and written composition, punctuation, and capitalization. Section on letter writing will be added later.

Business Mathematics—Principles and Practice (by R. Robert Rosenberg) \$1.40

Teacher's Key net, .25

Teaching Methods and Testing Materials in Business Mathematics \$1.00

An A-Plus book. Contains in textbook form the materials in *Business Mathematics—Exercises, Problems, and Tests* (pad form) and *Reference Book for Business Mathematics*, first published in 1932. The author of *Business Mathematics* is a C.P.A. (New Jersey) and has had many years of practical experience both in business and in teaching. That is why *Business Mathematics* is practicable and teachable.

Key\$ and Cue\$ (by Bruce A. Findlay and Esther B. Findlay) \$2.00

A series of thirty business plays printed in one volume. The first book of its kind designed to teach business ethics, attitudes, and appreciations—character traits—as well as much business information through the drama rather than by the sermon or lecture method. Original in conception and in strict harmony with modern teaching procedure. The plays

may be used either for reading or for presentation. A unique and epoch-making book. *Owing to the nature of this title, we are unable to submit free samples.*

Daily Lesson Plans for Teaching Gregg Shorthand by the Sentence Method (by Meyer E. Zinman, Roslyn E. Strelsin, and Elizabeth F. Weitz) \$1.20

A revised reprint of the articles appearing in the *American Shorthand Teacher* in 1931 and 1932. Contains detailed daily lesson plans for the shorthand teacher and an abundance of teaching materials. *A charge is made for sample copies.*

Tabulation Technique (by Bernhard Barga) \$.60

This book, if carefully followed, will develop experts in tabulation. The plans, techniques, and teaching materials of a successful teacher of the art.

20,000 Words (by Louis A. Leslie) \$.60

A new idea in dictionaries. A book of 20,000 words spelled, divided, and accented for the use of students, stenographers, authors, and proofreaders. *This is another title on which we must make a charge for single or sample copies.*

Power-Achievement Tests in Gregg Shorthand (by Ethel A. Rollinson) \$.36

A series of tests designed to measure students' accomplishment in shorthand at certain stages of progress during elementary work in the Gregg Shorthand Manual on through the advanced speed building process to the graduation skill in taking dictation at 120 words a minute. *A charge must be made for the master copy.*

Teacher's Manual to Office Practice—An Integrated Laboratory Project (by Rose A. Scholl, Albert Stern, and Edward J. McNamara) net, \$.25

Free to teachers who have adopted the text for class use.

Accounting Principles and Bookkeeping Procedure, Advanced Course (for Canadian Schools) (by C. E. Walker) \$1.40

A second-year course designed to follow the Elementary Course published in 1933.

All list prices subject to regular school discount.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston Toronto London Sydney

Gregg Books Are Authoritative

When ordering these books please mention the Business Education World.

"INK VERSUS PENCIL"



THE CONTEST KEEPS ON

*...though the winner
is never in doubt!*

THERE'S no finer combination for most accurate and legible shorthand writing than a reliable fountain pen and Higgins' Eternal Black Writing Ink.

Permanently black—forever sharp and beautiful, with an always-uniform thickness of line, HIGGINS' ETERNAL BLACK WRITING INK eliminates all of the inaccuracies of pencil-written characters, which

frequently become inconsistent in size and thickness as the pencil point starts to wear down. The legibility, the consistency, and the uniformity of notes in HIGGINS' ETERNAL BLACK WRITING INK will be a revelation to you. The time that is saved; the accuracy that is maintained in transcribing long letters and briefs is truly remarkable!

Mr. Gregg himself covers the importance of writing in ink on Page 4 of "Gregg Speed Studies." Why not follow the practice of court and legal stenographers who appreciate the value of accurate, permanent notes and use HIGGINS' ETERNAL BLACK WRITING INK to increase the accuracy and efficiency of your work?

10¢ the standard 2 oz. bottle. At most good stationers, druggists and Woolworth stores.

CHAS. M. HIGGINS & CO., INC., 271 Ninth Street, Brooklyn, N. Y.

H I G G I N S '

Eternal BLACK Writing Ink

A BOON TO STUDENTS AND TEACHERS

Touch Control..the greatest
advance in typewriter design since
Shift Freedom!



. . . And 16 other major improvements!

The New and Greater Easy-Writing Royal was designed primarily for the operator—a gift to her deft touch, a complement to her skill! Fingers are different, as different as leaves on a tree! Touch, too, varies with each operator. Imagine being able to adjust instantly the keys of this latest Royal to every individual touch—to the typing speed preferred for comfort and efficiency! Simple—with "Touch Control!" Merely the turn of a dial! But this is only one of the seventeen features exclusive with Royal. Each is created to minimize effort, to save time, to produce neater, more accurate letters. Yet the price remains unchanged.

EDUCATIONAL INSTITUTIONS are invited to consult local Royal representatives for information concerning Royal's Replacement Plan. No obligation. Royal Typewriter Company, Inc., 2 Park Ave., N. Y. Branches and Agencies the World Over.

- A—TOUCH CONTROL . . . Permitting instant, VISIBLE adjustment of key action to any touch or speed!
- B—Improved SHIFT FREEDOM . . . Gone are the jar and bang of the "bobbing carriage."
- C—MUTED ACTION . . . "Live" rubber cushions. Scientifically sound-sealed chassis.
- D—MINIMIZED EYE-STRAIN . . . Non-glare keys, Shielded Type Action and Shift Freedom protect the eyes.
- E—FINGER COMFORT KEYS . . . Flat, smooth surfaces with no projecting rims or curbs to trip the fingers, or injure finger-tips.
- F—INCREASED DUST PROTECTION . . . Enclosed action seals the new Royal against dirt and eraser debris.

The New and Greater Easy-Writing

ROYAL

TYPEWRITER